Using the Social Studies K – 8 Comparative Analysis Document

The comparative analysis document provides a narrative comparison of Ohio's 2010 academic content standards for social studies with the 2002 academic content standards for social studies. The narrative is based upon an analysis of the grade-level content statements, content elaborations and expectations for learning from the 2010 standards and the benchmarks and grade level indicators from the 2002 standards. The information is intended to assist curriculum specialists and teachers in reviewing their current curriculum in preparation for 'unpacking' the 2010 standards.

For each grade level, the analysis identifies content which is no longer a focus, content which has been modified and new content. Content that is no longer a focus may have been moved to another grade level. Content which has been modified refers to content from the 2002 standards that has been revised or previous content now at greater depth. New content refers to content relocated from another grade or to entirely new material.

Because benchmarks and grade level indicators (2002) are not equivalent to content statements (2010), the analysis is not perfect. Furthermore, grade-level narratives should not be used in isolation or to re-purpose curriculum. The process of "unpacking" the standards involves a close examination of model curriculum documents for each grade level, crosswalks and comparative analyses.

There are no comparative analyses for high school course syllabi since the 2002 standards did not include course syllabi as do the 2010 revised standards. However, districts can create their own comparative analyses using the new high school syllabi with the district's matching courses that are aligned to the 2002 standards.

Comparative Analysis of the Revised Content Standards for Social Studies

Kindergarten

Content that is new to Kindergarten	Content that is still included at Kindergarten, but may be modified or at a greater depth	Content that is no longer a focus at Kindergarten
• People depend on and impact the physical environment.	• Chronological vocabulary is used to distinguish broad categories of time. • Personal history can be communicated through stories and pictures. • Heritage is reflected through the arts, customs, traditions, family celebrations and language. • State and federal holidays are studied in the context of culture and national heritage. • Symbols and practices of the United States are expanded to include the flag, Pledge of Allegiance and the National Anthem. • Terms, symbols and landmarks can be used to describe the relative location of familiar places. • Simple maps and models represent real places. • Individuals are unique but share common characteristics among peers, family and community. • People have responsibilities at home and in the school and community and work together to achieve common goals. • Authority figures and rules have purpose and vary according to setting. • People have wants and make decisions about satisfying those wants which impacts others. • Goods and services satisfy people's wants. • Listening for information, sorting by criteria, comparing, communicating and working with others should be incorporated into curricular activities.	• Recitation of days of the week • Recitation of the home address • Attributes and actions of a good citizen

Comparative Analysis of the Revised Content Standards for Social Studies

Grade One

Content that is new to Grade 1	Content that is still included at Grade 1, but may be modified or at a greater depth	Content that is no longer a focus at Grade 1
	• Vocabulary is used to distinguish and communicate categories of time. • Photographs, letters, artifacts and books (primary sources) are used to communicate information and draw conclusions about the past. • Maps represent real places. • Places have distinct physical and human characteristics that distinguish them from other locations. • Families interact with the physical environment differently in different times and places. • Cultures satisfy basic needs in diverse ways that change over time. • Collaboration requires respect for the rights and opinions of others. • People make economic choices because wants are unlimited and resources are limited. • People are consumers and producers of goods and services in the local community. • People trade to get goods and services they want but do not produce themselves. • People use currency in an economic exchange.	• Roles of men, women and children near and far, past and present • Local community customs • Locating significant places on globes • Cultures and cultural practices on the different continents • Authority figures and voting • U.S. symbols (now in Kindergarten).

Comparative Analysis of the Revised Content Standards for Social Studies

Grade Two

Content that is new to Grade 2	Content that is still included at Grade 2, but may be modified or at a greater depth	Content that is no longer a focus at Grade 2
• Biographies are a resource for learning about American social and political leaders, explorers, inventors and scientists and their impact on the world. • There is a connection between the work people do and the human and physical characteristics of the place where they live. • Bar graphs are used to compare quantities. • People earn income by working at jobs.	• Map types are expanded to include electronic maps. • People share their culture as they move from place to place. • The physical environment influences the way cultures meet basic needs. • Human activities impact the environment in positive and negative ways. • As children work collaboratively they understand that groups are accountable for choices made and actions taken. • There are different rules for different settings. • There are a variety of ways to use a resource. • People use money to buy and sell goods and services.	• Specific names of social and political leaders, explorers, inventors and scientists • Cultural products by continent • Name and location of the continents • Expressions of culture and its influence on people in a particular place • Identification of elected officials (mayor, governor, and president)

Comparative Analysis of the Revised Content Standards for Social Studies

Grade Three

Content that is new to Grade 3	Content that is still included at Grade 3, but may be modified or at a greater depth	Content that is no longer a focus at Grade 3
• The common good (formerly in 4th grade) • Line graphs show changes in data over time (formerly in 4th grade). • The definition and purpose of laws • Budgeting is a tool for economic decision making. • Positive and negative economic incentives affect choice and behavior.	• Primary sources are used to show change over time. • Artifacts, maps and photographs are sources of information. • Measurement of time in years, decades and centuries • Sequential order on a timeline • The use of map elements has been expanded to include the distinctive characteristics and purposes of maps. • Relative location • Local systems of transportation and communication • Characteristics of the local community now include the influence of agriculture, industry and natural resources on daily life. • The local community changes over time. • Human modifications to the environment of the local community now include student description of evidence. • The study of cultural practices and products focusses on groups in the local community. • The major functions of local government are enhanced by student awareness that local governments and structures differ from community to community; • Governments have the authority to make and enforce laws. • People are producers and consumers in the local community. • The local community is an economic market. • Identifying the opportunity cost of an economic decision now includes an evaluation of costs and benefits. • Problem-solving and decision making skills should be incorporated into classroom activities.	• Cause and effect (now in 4th grade) • Settlement patterns within the local community • Geographic points and imaginary lines (now in 5th grade) • Cultural practices and products of groups in Ohio and the United States (now adapted for 5th and 6th grades) • Responsibilities of citizenship (Modified for 4th grade). • Power and authority (modified for 5th grade) • Multiple forms of graphs and charts have been distributed across grade levels. • Advantages and disadvantages of specialization (modified for 5th grade) • Economic competition (now in 4th grade) • Forms of money (modified for 2nd grade)

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Grade Four

Content that is new to Grade 4	Content that is still included at Grade 4, but may be modified or at a greater depth	Content that is no longer a focus at Grade 4
• Settlers from other colonies migrated to Ohio. • The American colonies united around a common cause to fight for independence from Great Britain and form a new nation (formerly 5th grade). • Changes in U.S. population and Ohio's reflection of diversity in the nation • U.S. Government, First Amendment rights (formerly 5th grade) • Saving a portion of income contributes to financial well-being (adapted from 11th grade).	• Construction of timelines • The use of primary and secondary sources now includes historical thinking and creation of historical narratives (formerly 8th grade). • Groups of people studied are expanded to include those previously studied in 5th grade. • The study of Ohio's canals and railroads includes the influence of Ohio's location and transportation on the United States. • The Northwest Ordinance established a process for the creation of new states and incorporated democratic ideals. • Focus is now on technological innovations that began in Ohio rather than Ohio inventors. • Geography content now includes Ohio and the United States. • Maps help describe the relative location of human and physical characteristics of Ohio and the United States. • Human environmental interaction now includes the positive and negative consequences of human changes to the environment (formerly 5th grade). • Economic characteristics of Ohio are studied in the context of their influence on the economic development of the United States. • Opportunities to influence the government focus on the opportunities and responsibilities of participation and the need for compromise. • A constitution is a written plan for government. • Each branch of government in Ohio and the U.S. has a specific responsibility. • Productive resources are associated with entrepreneurship. • Problem-solving and decision making skills should be incorporated into classroom activities.	• How archaeologists study and interpret the past • The influence of environmental processes on settlement (now in 5th and 6th grades) • Line graphs (now in 3rd grade) • Specialization (now in 5th and 6th grades) • The common good (now in 3rd grade) • Desirable qualities of leadership

Comparative Analysis of the Revised Content Standards for Social Studies

Grade Five

Content that is new to Grade 5	Content that is still included at Grade 5, but may be modified or at a greater depth	Content that is no longer a focus at Grade 5
• Multiple-tier timelines (formerly 6th grade) • Early Indian civilizations: Maya, Inca, Aztec, Mississippian (formerly 6th grade) • Western Hemisphere • Factors influencing the movement of people, products and ideas • Relationships between citizens and those in power or authority in democracies, dictatorships and monarchies (formerly 6th grade) • Circle graphs show how segments of data relate to the whole. • Workers improve their ability to earn by gaining new knowledge and experiences.	• Students construct multiple-tier timelines to analyze relationships between events. • The lasting effects of European exploration and colonization are connected to understanding the Western Hemisphere today. • Cultural practices and products now include North and South America. • American Indian culture is included in the context of the regional characteristics of North and South America. • The study of latitude and longitude now includes making observations and generalizations about climate. • Students use globes and geographic tools to learn about North and South America. • The study of human/environmental interaction now includes North and South America. • Interpreting information from multiple sources helps individuals better understand public issues. • Specialization, human resources, capital goods and the division of labor and their impact on productive capacity are connected to the availability of productive resources.	• Life on Indian reservations • U.S. independence from Great Britain (now in 4th grade) • Experiences of African Americans under slavery (modified for 8th grade) • The impact of settlement, industrialization and transportation on the expansion of the United States (now in 8th grade) • Positive and negative consequences of human changes to the environment (now in 4th grade) • Allocation methods for scarce goods and services • The fundamental questions of economics (now in 6th grade) • The interaction of supply, demand and price with respect to competition (now in 6th grade) • U.S. Government and Citizenship (modified for 4th grade) .

Comparative Analysis of the Revised Content Standards for Social Studies

Grade Six

Content that is new to Grade 6	Content that is still included at Grade 6, but may be modified or at a greater depth	Content that is no longer a focus at Grade 6
• Globes and other geographic tools provide information about people, places and environments and cartographers decide which information to include and the way it is displayed. • Economists compare data to draw conclusions about relationships. • Economic choices have both present and future consequences. • Fundamental questions in economics include what to produce, how to produce and for whom to produce (formerly 5th grade). • The influences of competition on the interaction of supply and demand and determination of price in a market economy (formerly 5th grade) • Individuals compare the price and the quality of available goods and services (formerly 5th grade).	• Arranging events in order of occurrence using the conventions B.C. and A.D. or B.C.E. or C.E. • Early civilizations, including India, Mesopotamia, Egypt, China • Coordinates of latitude and longitude are used to identify absolute locations in the Eastern Hemisphere. • The study of regions, environments, movement, cultural practices and cultural diffusion is limited to the Eastern Hemisphere. • Cultural practices and products of groups • The study of the geographic origins, founding leaders and teachings of Buddhism, Christianity, Hinduism, Islam and Judaism is expanded to include the lasting influence of religious diffusion in the modern world. • Various factors influence the movement of people, products and ideas from place to place. • Examining perspectives on a topic from a variety of sources (historic and contemporary sources). • The comparison of forms of government is expanded to include discussion of the extent of citizens' liberties and governmental authority. • Specialization, interdependence, trade	• Construction of multiple-tier timelines (moved to 5th grade) • Prehistory • The study of early Western Hemisphere civilizations, including Maya, Inca, Aztec and Mississippian (moved to 5th grade) • Identifying major physical and human features of each continent on a map • The Western Hemisphere (now in 5th grade)

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Grade Seven

Content that is new to Grade 7	Content that is still included at Grade 7, but may be modified or at a greater depth	Content that is no longer a focus at Grade 7
• Impact of Germanic invasions • Mongol influence • Influence of Islam civilizations • Impact of Asian empires (Byzantine, Ottoman, Mughal and China) growing as commercial and cultural centers along trade routes • Effects of the Columbian Exchange • Effects of the trans-Saharan slave trade • Analyzing costs and benefits of an action by individuals, governments and businesses • Impact of the growth of cities on growth of markets • Development of specialization and how it impacted on the transition from barter to monetary economies	• Historical perspective • Examining unique characteristics and impact of Greek and Roman civilizations • Rise of feudalism and its characteristics in Asia and Europe • Effects of Crusades • Effects of Muslim conquests • Impact of the Renaissance and Reformation • Contributions of West African empires to trade and culture • Impact of trades routes connecting Africa, Europe and Asia • Economic and cultural effects of European exploration resulting from interactions with other peoples • Use of maps and other geographic representations to trace development of human settlement over time • Impact of geographic factors on movement of people, products and ideas • Factors facilitating cultural diffusion • Understanding different perspectives to analyze historical and contemporary issues • Examining the contributions of Greek and Roman civilizations on modern democratic governments • Rise of nation-states • Effect of distribution of productive resources	• Interpreting multiple-tier timelines (moved to 5th grade) • The study of the early civilizations of India, China, and Egypt (now in 6th grade) • Skills related to working in groups

Comparative Analysis of the Revised Content Standards for Social Studies

Grade Eight

Content that is new to Grade 8	Content that is still included at Grade 8, but may be modified or at a greater depth	Content that is no longer a focus at Grade 8
• Africans contributed to the development of the colonies and the United States. • Experiences of African Americans under slavery (formerly in 5th grade) • Actions of early presidential administrations • Media and communication technologies influence public opinion. • The Industrial Revolution resulted in changes to the means of production. • Governments can impact markets. • The effective management of personal finances (adapted for 8th grade)	• The use of primary and secondary sources has been expanded to include presenting and defending a position. • Reasons for colonization of North America • Competition among European powers for control of territory and resources and how it led to conflict • Study of the practice and impact of race-based slavery in the American colonies is expanded to include contributions of enslaved and free Africans. • The Enlightenment influenced the Declaration of Independence and American Revolution. • Problems of the Articles of Confederation, debate over the adoption of the U.S. Constitution and features of the government created by the Constitution • Expansion of U.S. territory • Causes and consequences of the Civil War • The impact of Reconstruction • Historical maps can be used to show connections between geography and historical events. • The availability of natural resources contributed to the expansion of the United States. • The movement of people, products and ideas has an impact on political and economic development. • Consequences of stereotyping and prejudice • Participation in social and civic groups • Rights protected under the U.S. Constitution	• Interpreting multiple-tier timelines (moved to 5th grade) • Differences between the Spanish, French and British colonies • The results of military struggles during American Revolution • The process by which a bill becomes a law • Individual historical figures • Skills related to working in groups