

Ohio Learning Standards in Social Studies

Proposed Revisions

Kindergarten

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Time can be measured.	No change	
2. Personal history can be shared through stories and pictures.	No change	
Topic: Heritage		
3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.	Heritage is reflected through <u>diverse cultures and is shown</u> through the arts, customs, traditions, family celebrations and language.	Clarity
4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.	<u>Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.</u>	Clarity
Topic: Spatial Thinking and Skills		
5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	No change	
6. Models and maps represent places.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Human Systems		
7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	No change	
8. Individuals are unique but share common characteristics of multiple groups.	No change	
Topic: Civic Participation and Skills		
9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	Individuals share responsibilities <u>and take action</u> toward the achievement of common goals in homes, schools and communities.	Change made to encourage students to become active citizens instead of passively learning about citizenship.
Topic: Rules and Laws		
10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	No change	
Topic: Scarcity		
11. People have many wants and make decisions to satisfy those wants. These decisions impact others.	People <u>Individuals</u> have many wants and make decisions to satisfy those wants. These decisions impact others.	Clarity
Topic: Production and Consumption		
12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.	Goods are objects that can satisfy people's <u>an individual's</u> wants. Services are actions that can satisfy people's <u>individual's</u> wants.	Clarity

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Grade One

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Time can be divided into categories (e.g., months of the year, past, present and future).	No change	
2. Photographs, letters, artifacts and books can be used to learn about the past.	No change	
Topic: Heritage		
3. The way basic human needs are met has changed over time.	The ways basic human needs are met has <u>have</u> changed over time.	Clarity
Topic: Spatial Thinking and Skills		
4. Maps can be used to locate and identify places	No change	
Topic: Places and Regions		
5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	No change	
Topic: Human Systems		
6. Families interact with the physical environment differently in different times and places.	No change	
7. Diverse cultural practices address basic human needs in various ways and may change over time.	No change	
Topic: Civic Participation and Skills		
8. Individuals are accountable for their actions.	<u>Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.</u>	Change made to encourage students to become active citizens instead of passively learning about citizenship.
9. Collaboration requires group members to respect the rights and opinions of others.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Rules and Laws		
10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	No change	
Topic: Scarcity		
11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.	Wants are unlimited and resources are limited. Therefore, people <u>Individuals</u> make choices because they cannot have everything they want.	Clarity
Topic: Production and Consumption		
12. People produce and consume goods and services in the community.	No change	
Topic: Markets		
13. People trade to obtain goods and services they want.	No change	
Topic: Financial Literacy		
14. Currency is used as a means of economic exchange.	No change	

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Grade Two

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Time can be shown graphically on calendars and timelines.	No change	
2. Change over time can be shown with artifacts, maps, and photographs.	No change	
Topic: Heritage		
3. Science and technology have changed daily life.	No change	
4. Biographies can show how peoples' actions have shaped the world in which we live.	No change	
Topic: Spatial Thinking and Skills		
5. Maps and their symbols can be interpreted to answer questions about location of places.	Maps and their symbols, <u>including cardinal directions</u> , can be interpreted to answer questions about location of places.	Clarity
Topic: Places and Regions		
6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	No change	
Topic: Human Systems		
7. Human activities alter the physical environment, both positively and negatively.	No change	
8. Cultures develop in unique ways, in part through the influence of the physical environment.	No change	
9. Interactions among cultures lead to sharing ways of life.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Civic Participation and Skills		
10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.	<u>Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</u>	Change made to encourage students to become active citizens instead of passively learning about citizenship.
11. Groups are accountable for choices they make and actions they take.	No change	
Topic: Rules and Laws		
12. There are different rules that govern behavior in different settings.	There are different rules <u>and laws</u> that govern behavior in different settings.	Clarity
Topic: Economic Decision Making and Skills		
13. Information displayed on bar graphs can be used to compare quantities.	No change	
Topic: Scarcity		
14. Resources can be used in various ways.	No change	
Topic: Production and Consumption		
15. Most people around the world work in jobs in which they produce specific goods and services.	No change	
Topic: Markets		
16. People use money to buy and sell goods and services.	No change	
Topic: Financial Literacy		
17. People earn income by working.	No change	

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Grade Three

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Events in local history can be shown on timelines organized by years, decades and centuries.	No change	
2. Primary sources such as artifacts, maps and photographs can be used to show change over time.	Primary sources and secondary sources such as artifacts, maps and photographs can be used to show change over time.	Clarity
Topic: Heritage		
3. Local communities change over time.	No change	
Topic: Spatial Thinking and Skills		
4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	No change	
Topic: Places and Regions		
5. Daily life is influenced by the agriculture, industry and natural resources in different communities.	No change	
Topic: Human Systems		
6. Evidence of human modification of the environment can be observed in the local community.	Evidence of <u>positive and negative</u> human modification of the environment can be observed in the local community.	Clarity
7. Systems of transportation and communication move people, products and ideas from place to place.	No change	
8. Communities may include diverse cultural groups.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Civic Participation and Skills		
9. Members of local communities have social and political responsibilities.	Members of local communities <u>have rights and responsibilities.</u>	Vertical alignment for rights and responsibilities.
10. Individuals make the community a better place by solving problems in a way that promotes the common good.	Individuals make the community a better place by <u>solving taking action to solve problems</u> in a way that promotes the common good.	Change made to encourage students to become active citizens instead of passively learning about citizenship.
Topic: Rules and Laws		
11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	No change	
Topic: Roles and Systems of Government		
12. Governments have authority to make and enforce laws.	No change	
13. The structure of local governments may differ from one community to another.	No change	
Topic: Economic Decision Making and Skills		
14. Line graphs are used to show changes in data over time.	No change	
15. Both positive and negative incentives affect people's choices and behaviors.	Both positive and negative incentives affect <u>people's individuals'</u> choices and behaviors.	Clarity-focus more on the individual actions of the students instead of the more abstract concept of people.

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Scarcity		
16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	Individuals must make decisions because of the scarcity of resources. <u>Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</u> the value of the next best alternative given up when an economic choice is made. <u>a trade-off.</u>	Clarity-trade off fits better with vertical alignment and is more third grade friendly language.
Topic: Production and Consumption		
17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	No change	
Topic: Markets		
18. A market is where buyers and sellers exchange goods and services.	No change	
Topic: Financial Literacy		
19. Making decisions involves weighing costs and benefits.	No change	
20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	No change	

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Grade Four

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. The order of significant events in Ohio and the United States can be shown on a timeline.	No change	
2. Primary and secondary sources can be used to create historical narratives	No change	
Topic: Heritage		
3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.	Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	Clarity in vertical alignment.
4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	No change	
5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.	The Northwest Ordinance <u>incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</u>	Changes focus to what is important for students to know and understand about the Northwest Ordinance and its impact on Ohio today.
6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.	<u>Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</u>	Clarity

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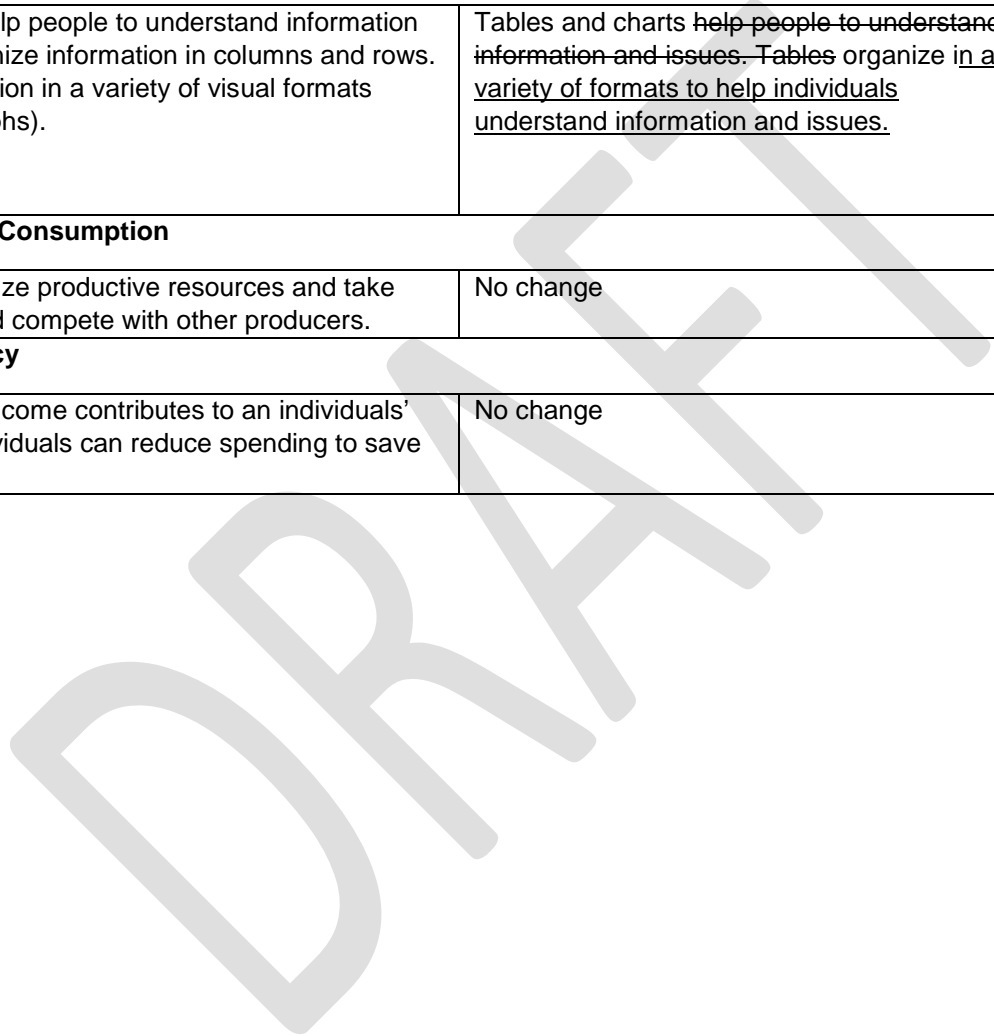
2010 Standards	Proposed 2017 Revisions	Rationale for the change
7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.	<u>Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.</u>	Clarity
8. Many technological innovations that originated in Ohio benefited the United States.	No change	
Topic: Spatial Thinking and Skills		
9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	No change	
Topic: Places and Regions		
10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	No change	
11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	No change	
Topic: Human Systems		
12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.	People have modified the environment <u>throughout history resulting in</u> both positive and negative consequences in Ohio and the United States.	Clarity for vertical alignment.
13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.	No change	
14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Civic Participation and Skills		
15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	Individuals have a variety of opportunities <u>to act in and influence</u> their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	Change made to encourage students to become active citizens instead of passively learning about citizenship.
16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	Civic participation in a democratic society <u>requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.</u>	Combine content statements 16 and 17 to encourage students to become active citizens instead of passively learning about citizenship. Also, combining content statements 16 and 17 reflects how the content is taught.
17. Effective participants in a democratic society engage in compromise.		
Topic: Rules and Laws		
18. Laws can protect rights, provide benefits and assign responsibilities.	No change	
19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	No change	
Topic: Roles and Systems of Government		
20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.	A constitution is a written plan for government. <u>The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.</u>	Combine content statements 20 and 21 to reflect the way the content is taught and provide clarity.
21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.		

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Economic Decision Making and Skills		
22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	Tables and charts help people to understand information and issues. Tables organize <u>in a variety of formats to help individuals understand information and issues.</u>	Clarity
Topic: Production and Consumption		
23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	No change	
Topic: Financial Literacy		
24. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.	No change	



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Grade Five

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Multiple-tier timelines can be used to show relationships among events and places.	<u>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</u>	Switched standard 1 in grades 5 and 6, continue with single tier timelines in grade 5 and just add BC, AD, BCE and CE for a better flow of skills vertically.
Topic: Early Civilizations		
2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.	No change	
Topic: Heritage		
3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.	European exploration and colonization <u>during the 1400s-1600s had lasting effects</u> which can be used to understand the Western Hemisphere today.	Clarity by giving dates for further guidance for teachers.
Topic: Spatial Thinking and Skills		
4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	Globes and other <u>Geographic tools</u> can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	Clarity
5. Latitude and longitude can be used to make observations about location and generalizations about climate.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Places and Regions		
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	No change	
Topic: Human Systems		
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.	<u>The variety of</u> physical environments within the Western Hemisphere influences human activities. <u>Likewise,</u> human activities modify the physical environments.	Clarity for vertical alignment with grade six.
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.	No change	
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere <u>and results in diversity.</u>	Clarity
10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.	The Western Hemisphere is culturally diverse <u>(eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.</u>	Change made to broaden range of cultural influences and allow teachers to discuss impact of any world culture on the Western Hemisphere.
Topic: Civic Participation and Skills		
11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	Individuals can better understand public issues by gathering, interpreting <u>and checking information for accuracy</u> from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	Change made to encourage students to become active citizens instead of passively learning about citizenship.

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Roles and Systems of Government		
12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	No change	
Topic: Economic Decision Making and Skills		
13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	No change	
14. The choices people make have both present and future consequences.	The choices <u>made by individuals and governments</u> have both present and future consequences.	Change reflects that choices that individual students make have consequences, not just "people".
Topic: Scarcity		
15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	The availability of productive resources (i.e., <u>entrepreneurship</u> , human resources, capital goods and natural resources) promotes specialization that <u>could lead to trade</u> .	Clarification since specialization does not always lead to trade.
Topic: Production and Consumption		
16. The availability of productive resources and the division of labor impact productive capacity.	The availability of productive resources and the division of labor <u>can have a positive or negative</u> impact on productive capacity.	Clarity

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Markets		
17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	No change	
Topic: Financial Literacy		
18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	No change	

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Grade Six

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	<u>Multiple tier timelines can be used to show relationships among events and places.</u>	Switched standard 1 in grades 5 and 6, continue with single tier timelines in grade 5 and just add BC, AD, BCE and CE for a better flow of skills vertically.
Topic: Early Civilizations		
2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and <u>products</u> . The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	The change flows better vertically and aligns with what it taught about the Western Hemisphere in grade 5.
Topic: Spatial Thinking and Skills		
3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	Globes and other <u>Geographic</u> tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	The change flows better vertically and aligns with what it taught about the Western Hemisphere in grade 5.
4. Latitude and longitude can be used to identify absolute location.	No change	
Topic: Places and Regions		
5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Human Systems		
6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	<u>The variety of</u> physical environments within the Eastern Hemisphere influences human activities. <u>Likewise,</u> human activities modify the physical environment.	Clarity
7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today	No change	
8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	<u>Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</u>	Clarity
Topic: Civic Participation and Skills		
9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources <u>and used to effectively communicate and defend a claim based on evidence.</u> Sources should be examined for accuracy <u>and credibility.</u>	Change made to encourage students to become active citizens instead of passively learning about citizenship.
Topic: Roles and Systems of Government		
10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Economic Decision Making and Skills		
11. Economists compare data sets to draw conclusions about relationships among them.	No change	
12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	The choices <u>made by individuals and governments have both present and future consequences</u> . The evaluation of choices is relative and may differ across individuals and societies.	Changing people to individuals to emphasize choices of individuals.
Topic: Scarcity		
13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.	No change	
14. When regions and/or countries specialize, global trade occurs.	No change	
Topic: Markets		
15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of <u>productive resources (entrepreneurship, human resources, natural resources and capital) used</u> .	Clarity
Topic: Financial Literacy		
16. When selecting items to buy, individuals can compare the price and quality of available goods and services.	When selecting items to buy, individuals can <u>weigh costs and benefits and</u> compare the price and quality of available goods and services.	Clarity

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Grade Seven

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	No change	
Topic: Early Civilizations		
2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.	No change	
Topic: Feudalism and Transitions		
3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.	<u>The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new Empires in the region.</u>	Clarity about what caused the fall of the Roman Empire and what governmental and economic systems rose in its place.
4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist	<u>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</u>	Creates better flow of content for the course.

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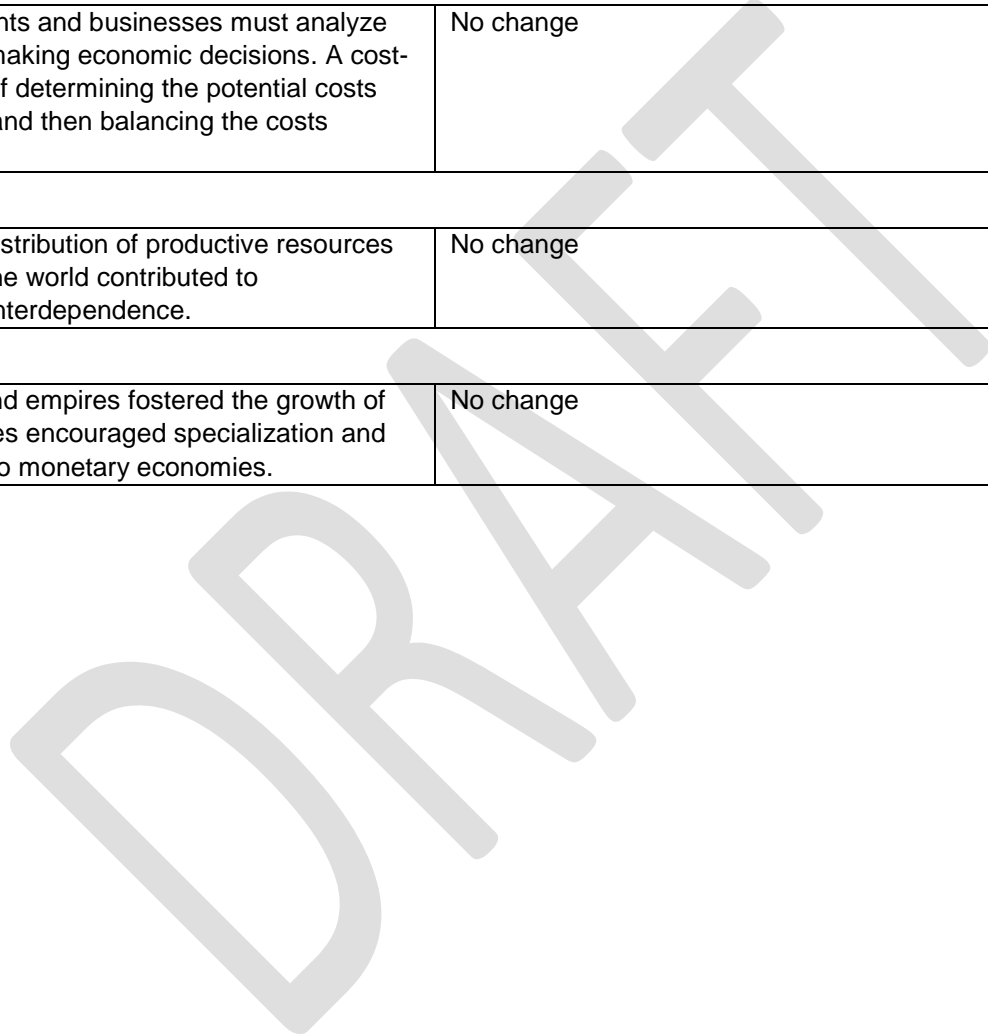
2010 Standards	Proposed 2017 Revisions	Rationale for the change
5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.	No change	
6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	<u>The decline of feudalism, the rise of nation-states and the Renaissance in Europe</u> introduced revolutionary ideas, leading to cultural, scientific and social changes.	Elaborates on the economic and governmental systems that allowed the Renaissance to flourish.
7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	No change	
Topic: First Global Age		
8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.	Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.	Clarity
9. The advent of the trans- Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	No change	
10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.	No change	
11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Spatial Thinking and Skills		
12. Maps and other geographic representations can be used to trace the development of human settlement over time.	No change	
Topic: Human Systems		
13. Geographic factors promote or impede the movement of people, products and ideas	No change	
14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.	Trade routes connecting Africa, Europe and Asia <u>helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</u>	Clarified the impact of trade routes in the Eastern Hemisphere.
15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	No change	
Topic: Civic Participation and Skills		
16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	<u>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real world issues and events to classroom learning.</u>	Change made to encourage students to become active citizens instead of passively learning about citizenship.
Topic: Roles and Systems of Government		
17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.	No change	
18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	No change	

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2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Economic Decision Making and Skills		
19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	No change	
Topic: Scarcity		
20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	No change	
Topic: Markets		
21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	No change	



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Grade Eight

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	No change	
Topic: Colonization to Independence		
2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	No change	
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.	No change	
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.	The practice of race-based slavery led to the forced migration of Africans to the American colonies <u>and contributed to colonial economic development.</u> Their knowledge, <u>skills</u> and traditions <u>were essential to the development of the colonies.</u>	Clarity
5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	No change	
Proposed addition	<u>Key events and significant figures in American history influenced the course and outcome of the American Revolution.</u>	The current standards include events leading up to the American Revolution and the outcome without addressing the Revolutionary War itself

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: A New Nation		
6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	No change	
7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	No change	
8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	No change	
Topic: Expansion		
9. The United States added to its territory through treaties and purchases.	No change	
10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	No change	
Topic: Civil War and Reconstruction		
11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	No change	
Proposed addition	<u>Key events and significant figures in American history influenced the course and outcome of the Civil War.</u>	The current standards include events leading up to the Civil War and the outcome without addressing the Civil War itself
12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	No change	
Topic: Spatial Thinking and Skills		
13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Human Systems		
14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	No change	
15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	No change	
16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	No change	
17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.	Americans began to develop a <u>unique</u> national identity among diverse regional and cultural populations based on democratic ideals.	Clarity
Topic: Civic Participation and Skills		
18. Participation in social and civic groups can lead to the attainment of individual and public goals	<u>Active</u> participation in social and civic groups can lead to the attainment of individual and public goals.	Change made to encourage students to become active citizens instead of passively learning about citizenship.
19. Informed citizens understand how media and communication technology influence public opinion.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Roles and Systems of Government		
20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.	The U.S. Constitution established a federal <u>republic, providing a framework for a national government with elected representatives,</u> separation of powers, and checks and balances.	Makes the statement more consistent with the high school American government course.
21. The U.S. Constitution protects citizens' rights by limiting the powers of government.	No change	
Topic: Economic Decision Making and Skills		
22. Choices made by individuals, businesses and governments have both present and future consequences.	No change	
Topic: Production and Consumption		
23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	No change	
Topic: Markets		
24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.	No change	
Topic: Financial Literacy		
25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.	The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.	Redundant with middle grades standalone financial literacy course.

Proposed Revisions

American History

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Historical events provide opportunities to examine alternative courses of action.	Historical events provide opportunities to examine alternative courses of action.	Delete this content statement for the following reasons: <ul style="list-style-type: none"> • Students can examine alternative courses of actions in connection with current content statement 4. • Students need a deep understanding of history before they can examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.	No change	No change
3. Historians develop theses and use evidence to support or refute positions	No change	No change
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	No change	No change

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Founding Documents		
5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.	The Declaration of Independence <u>elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.</u>	Clarity – shifts the focus from the historical sources of the ideas in the documents (e.g., the Enlightenment) to the ongoing importance of the founding documents in American history.
6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.	The Northwest Ordinance <u>elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.</u>	
7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.	The U.S. Constitution established the <u>foundations of the American nation and the relationship between the people and their government.</u>	
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.	The <u>debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</u>	
9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.		

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Industrialization and Progressivism		
10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	No change	
11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	No change	
12. Immigration, internal migration and urbanization transformed American life.	No change	
Proposed new statement	<u>Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</u>	Adding content since previous standards did not address American Indians or the reservation system.
13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	No change	
14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Foreign Affairs from Imperialism to Post World War I (1898-1930)		
15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	No change	
16. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	No change	
Topic: Prosperity, Depression and the New Deal (1919-1941)		
17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	No change	
18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	No change	
19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	No change	
20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: From Isolation to World War (1930-1945)		
21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.	No change	
22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.	United States policy and mobilization of its economic and military resources during World War II <u>affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</u>	Previous standards were not broadly understood to include the contributions of American Indians, Japanese Americans in internment camps, women and minorities in the mobilization for World War II in the United States. The revision will be further clarified in the model curriculum.
Topic: The Cold War (1945-1991)		
23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	No change	
24. The United States followed a policy of containment during the Cold War in response to the spread of communism.	No change	
25. The Second Red Scare and McCarthyism reflected Cold War fears in American society.	No change	
26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	No change	
27. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	No change	
Topic: Social Transformation in the United States (1945-1994)		
28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.	The postwar economic boom <u>and advances in science and technology</u> , produced changes in American life.	Clarity
30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	No change	
31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	No change	
Topic: United States and the Post-Cold War World (1991-Present)		
32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	No change	
33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	<u>Focusing on domestic policy</u> , the United States <u>faces ongoing</u> social, political, national security and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.	Split content statement 33 into two. This content statement focuses on the United States' response domestically after 9/11.
Proposed New Statement	<u>Focusing on foreign policy</u> , the United States <u>faces ongoing</u> economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.	Split content statement 33 into two. This content statement focuses on the United States' response internationally after 9/11.

Proposed Revisions

American Government

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Civic Participation and Skills		
1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.	Opportunities for civic engagement <u>within</u> the structures of government are made possible through political and public policy processes.	Change made to encourage students to become active citizens instead of passively learning about citizenship.
2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.	No change	
3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.	Issues can be analyzed through the critical use of <u>credible sources</u> . information from public records, surveys, research data and policy positions of advocacy groups.	The current standard limited the kind of information from which issues could be analyzed. The new standard is broader to allow for more types of information to be analyzed.
4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.	The processes of persuasion, compromise, consensus building and negotiation contribute to the <u>democratic process</u> .	Clarity
Topic: Basic Principles of the US Constitution		
5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States <u>and led to the adoption of the Bill of Rights.</u>	Clarity
7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	No change	
8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	The Bill of Rights was drafted <u>to ensure the protection of civil liberties of the people and place limits on the federal government.</u>	Clarity
9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War	<u>The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</u>	The recommendation of the advisory committee and working group was to group the amendments thematically within these content statements and further elaborate them in the model curriculum.
10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.	Amendments 16 through 19 responded to calls for reform during the Progressive Era.	
11. Four amendments have provided for extensions of suffrage to disenfranchised groups.	<u>Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</u>	
12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.	<u>Constitutional amendments have altered provisions for the structure and functions of the federal government.</u>	
13. Amendments 11, 21 and 27 have addressed unique historical circumstances.	Amendments 11, 21 and 27 have addressed unique historical circumstances.	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Structure and Functions of the Federal Government		
14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	No change	
15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.	No change	
Topic: Role of the People		
16. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.	No change	
17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	No change	
Topic: Ohio's State and Local Governments		
18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.	<u>As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.</u>	Combined for clarity and to better represent how the content is taught.
19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.		
20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	No change	
2010 Standards		
Proposed 2017 Revisions		
Rationale for the change		
21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.	No change	
22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	No change	

Proposed Revisions

Topic: Government and the Economy		
23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	No change	
24. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	No change	

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Proposed Revisions

Modern World History

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Historical Thinking and Skills		
1. Historical events provide opportunities to examine alternative courses of action.	Historical events provide opportunities to examine alternative courses of action.	Delete this content statement for the following reasons: <ul style="list-style-type: none"> • Students can examine alternative courses of actions in connection with current content statement 4. • Students need a deep understanding of history before they can examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.	No change	No change
3. Historians develop theses and use evidence to support or refute positions	No change	No change
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	No change	No change

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Age of Enlightenment (1600-1800)		
5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	No change	
6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.	<u>Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.</u>	Combine current statements 6 and 7 for clarity and to better reflect how the content is taught in classrooms. Also, not enough content to have two separate content statements.
7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.	No change	
Proposed Addition	<u>Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.</u>	Clarity to show the impact of Enlightenment ideas on the American and French Revolutions.
Topic: Age of Revolutions (1750-1914)		
8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.	<u>The American and French Revolutions influenced Latin American revolutions for independence.</u>	Clarity to show how the revolutions in America and France impacted the Latin American revolutions for independence.
9. Industrialization had social, political and economic effects on Western Europe and the world.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Imperialism (1800-1914)		
10. Imperial expansion had political, economic and social roots.	No change	
11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	No change	
12. The consequences of imperialism were viewed differently by the colonizers and the colonized.	No change	
Topic: Achievements and Crises (1900-1945)		
13. Advances in technology, communication and transportation improved lives, but also had negative consequences.	No change	
14. The causes of World War I included militarism, imperialism, nationalism and alliances.	No change	
15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	No change	
16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust the state-sponsored mass murder of Jews and other groups, during World War II.	Clarity
17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: The Cold War (1945-1991)		
18. The United States and the Soviet Union became superpowers and competed for global influence.	No change	
19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	No change	
20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	No change	
21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	No change	
22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	No change	
Topic: Globalization (1991-Present)		
23. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	No change	
24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	No change	
25. Political and cultural groups have struggled to achieve self-governance and self-determination.	No change	
26. Emerging economic powers and improvements in technology have created a more interdependent global economy.	No change	
27. Proliferation of nuclear weapons has created a challenge to world peace.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	No change	
29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	No change	

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Proposed Revisions

World Geography

Note: There were no recommendations made from the field for updates to this course.

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Spatial Thinking and Skills		
1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	No change	
2. Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	No change	
Topic: Environment and Society		
3. Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	No change	
4. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source and using extra insulation to retain heat).	No change	
5. Physical processes influence the formation and distribution of renewable, nonrenewable and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
6. There are costs and benefits of using renewable, nonrenewable and flow resources (e.g., availability, sustainability, environmental impact, expense).	No change	
7. Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	No change	
Topic: Movement		
8. Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	No change	
9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	No change	
10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).	No change	

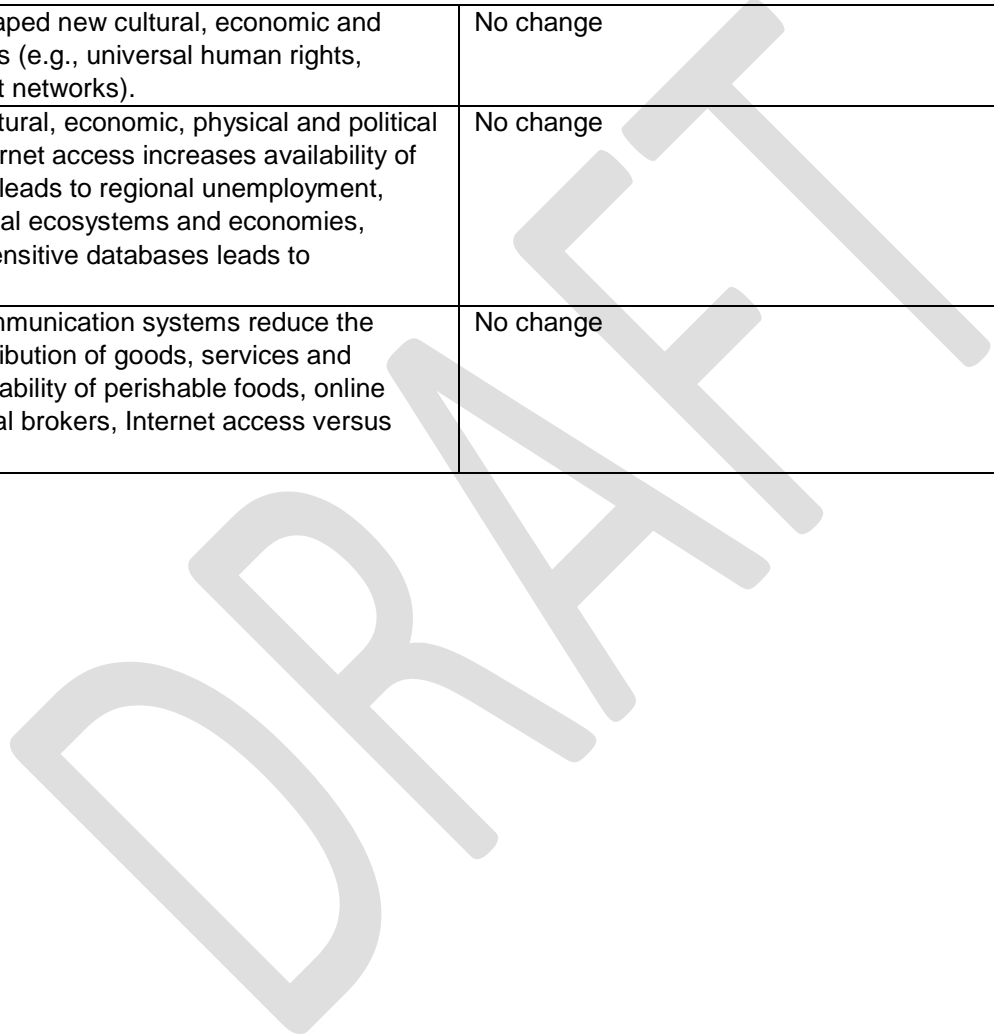
Ohio Learning Standards in Social Studies

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Region		
11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	No change	
12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	No change	
13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	No change	
14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	No change	
Topic: Human Settlement		
15. Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	No change	
16. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Globalization		
17. Globalization has shaped new cultural, economic and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	No change	
18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).	No change	
19. Global trade and communication systems reduce the effect of time on the distribution of goods, services and information (e.g., sustainability of perishable foods, online brokering versus personal brokers, Internet access versus library access).	No change	



Proposed Revisions

Economics and Financial Literacy

Note: There were no recommendations made from the field for updates to this course.

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Economic Decision Making and Skills		
1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	No change	
2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	No change	
Topic: Fundamentals of Economics		
3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	No change	
4. Different economic systems (traditional, market, command, mixed) use different methods to allocate limited resources.	No change	
5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	No change	
6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Government and the Economy		
7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	No change	
8. Economic policy decisions made by governments result in both intended and unintended consequences.	No change	
Topic: Global Economy		
9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	No change	
10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	No change	
Topic: Working and Earning		
11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	No change	
12. Employee-earning statements include information about gross wages, benefits, taxes and other deductions.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Financial Responsibility and Money Management		
13. Financial decision making involves considering alternatives by examining costs and benefits.	No change	
14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	No change	
15. Different payment methods have advantages and disadvantages.	No change	
Topic: Saving and Investing		
16. Saving and investing help to build wealth.	No change	
17. Savings can serve as a buffer against economic hardship.	No change	
18. Different costs and benefits are associated with saving and investing alternatives.	No change	
19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.	No change	
Topic: Credit and Debt		
20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.	No change	
21. Credit and debt can be managed to maintain credit worthiness.	No change	
22. Consumer protection laws provide financial safeguards.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Risk Management		
23. Property and liability insurance protect against risks associated with use of property.	No change	
24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	No change	
25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	No change	

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Proposed Revisions

Contemporary World Issues

Note: There were no recommendations made from the field for updates to this course.

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Global Connections		
1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century	No change	
2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	No change	
Topic: Civic Participation and Skills		
3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	No change	
4. Individuals can assess how effective communicators address diverse audiences.	No change	
5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	No change	
6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	No change	
7. Individuals can participate through non-governmental organizations to help address humanitarian needs.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: Civil and Human Rights		
8. Beliefs about civil and human rights vary among social and governmental systems.	No change	
9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	No change	
10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	No change	
Topic: Sustainability		
11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	No change	
12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	No change	
13. International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	No change	
Topic: Technology		
14. The development and use of technology influences economic, political, ethical and social issues.	No change	
15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	No change	

Proposed Revisions

2010 Standards	Proposed 2017 Revisions	Rationale for the change
Topic: National Security and International Diplomacy		
16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs. in services or products, creation of ethnic enclaves).	No change	
17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	No change	
18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	No change	
Topic: Global Economy		
19. The global economy creates advantages and disadvantages for different segments of the world's population.	No change	
20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.	No change	
21. The distribution of wealth and economic power among countries changes over time.	No change	
22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	No change	