



# Ohio State Standards for History

## 5th Grade History

**THEME: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE** In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

Content Statements: Early Civilizations		FSTTS	AYL	LTN1	LTN2
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		Ch 16 377-381	Suppl ch 604-609	
Content Statements: Heritage		FSTTS	AYL	LTN1	LTN2
3	European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today	Ch 1 13-23 Ch 2 25-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-119	Ch 16 377-383	Ch 16 435-438	

## 6th Grade History

**THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE** In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

Early Civilizations		FSTTS	AYL	LTN1	LTN2
2	Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.		Ch 2 30-45 Ch 10 232-241 Ch 12 277-297	Introduction, 8-12 Supplemental ch 558-559 (ancient China)	

## 7th Grade History

The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today

Feudalism and Transitions		FSTTS	AYL	LTN1	LTN2
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.		Ch 4 69-93 Ch 5 95-113 Ch 6 122-136, 140-144	This statement broadly matches the scope of LTN1 as a whole. Some select connections are listed below: Ch 2 47-68 Ch 3 69-88 Ch 4 86-113 Ch 6 139-147	
3	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.		Ch 5 110-113 Ch 7 147-153 Ch 8 172-183	Ch 2 47-65 Ch 3 81-85 Ch 4 95-96, 103-109 Ch 5 115- 133 Ch 9 219-238	

4	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.		Ch 10 242-244	Ch 13 343-344 Ch 15 386-389 Suppl ch 567-575	
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.		Ch 7 159-167 Ch 8 187-189 Ch 9 208-213	Ch 7 167-192 Ch 8 203-204 Ch 12 295-326 Ch 13 344, 345-349	
6	The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.		Ch 8 189-197 Ch 9 207-213, 216-227	Ch 9, 219-242 Ch 16, 413-442	
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.		Ch 9 213-216	Ch 17 443-482 Ch 18 433-520	
<b>First Global Age</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>
8	Empires in Africa and Asia grew as commercial and cultural centers along trade routes.		Ch 10 232-248 Ch 11 259-270 Ch 12 277-296 Ch 13 307-318 Ch 14 325-339	Ch 16 435-436 Suppl ch 593-599 Suppl ch 559, 561-562, 569-670	
9	The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.		Ch 13 314-316, 320-321 Ch 15 362-365, 369-371	Supp ch 597-600	

10	European economic and cultural influence dramatically increased through explorations, conquests and colonization.			Ch 9 211-213 Ch 13 318-320 Ch 15 351-355 Ch 16 381-393	Broad standard. some example correlations listed below:  Ch 8 197-214 Ch 11, 267-272 Ch 16 432-437 Ch 19 535, 540-542  Suppl ch 609-619  Suppl ch 644	
11	The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.				Suppl ch 606, 612-614, 618-619	

## 8th Grade History

**THEME: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION** The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

Colonization to Independence		FSTTS	AYL	LTN1	LTN2 (*indicates reference to LTN2:History of the United States)	American Venture - Coming 2022 (references subject to change)
2	North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	Ch 1 13-23 Ch 2 25-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-119	Ch 15 351-355  Ch 16 381-393			Ch 1 1-22 Ch 2 23-40
3	Competition for control of territory and resources in North America led to conflicts among colonizing powers.	Ch 6 121-135	Ch 15 351-355		Ch 1 1-16*	Ch 1 1-22 Ch 2 23-40

4	The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.	Ch 13 270	Ch 15 362-365		Ch 9 126-128*	Ch 1 21-22 Ch 2 30-32, 36
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.	Ch 7 137-157 Ch 8 165-169	Ch 15 358-360		Ch 9 26-128*	Ch 1 21-22 Ch 2 30-32, 36
6	Key events and significant figures in American history influenced the course and outcome of the American Revolution.	Ch 7 137-156 Ch 8 159-183	Ch 15 358-360		Ch 2 17-26*	Ch 4 59-76
<b>A New Nation</b>						
		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2*</b> *indicates reference to US Supplement	<b>American Venture: Coming 2022</b> (references subject to change)
7	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	Ch 9 187-191	Ch 15 360-363		Ch 3 27-36*	Ch 4 59-76 Ch 5 77-88 Ch 7 115-132
8	Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	Ch 9 187-203			Ch 3 27-36* Ch 5 53-68*	Ch 5 77-88 Ch 6 89-114 Ch 7 115-132
9	Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	Ch 10 207-224 Ch 12 252-265			Ch 6 69-86* Ch 7 87-100*	Ch 8 133-154
<b>Expansion</b>						
		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2*</b> *indicates reference to US Supplement	<b>American Venture - Coming 2022</b> (references subject to change)
10	The United States added to its territory through treaties and purchases.	Ch 12 245-252	Ch 15 363-369		Ch 6 77-85* Ch 8 101-114*	Ch 8 133-154 Ch 9 155-176

11	Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	Ch 13 267-288 Ch 14 291-308 Ch 15 311-315 Ch 18 383-406	Ch 15 363-369		Ch 7 87-99*	Ch 9 155-176 Ch 10 177-194
<b>Civil War and Reconstruction</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2*</b> *indicates reference to US Supplement	<b>American Venture: Coming 2022</b> (references subject to change)
12	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.	Ch 15 317-333	Ch 15 369-370		Ch 9 115-128* Ch 10 129-140*	Ch 11 Ch 12
13	Key events and significant figures in American history influenced the course and outcome of the Civil War.	Ch 16 335-358 Ch 17 361-381	Ch 15 369-370		Ch 11 141-155*	Ch 13
14	The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	Ch 18 383-385	Ch 15 369-371		Ch 12 157-170*	Ch 14