

Ohio State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project

This document uses the standards from Ohio's Learning Standards for Social Studies, matched to content in Catholic Textbook Project resources. CTP suggests the below resource schedule for 6th–8th Grades.

Utilizing the resource schedule listed below would position a Catholic school to be keyed-in to Ohio's Standards of Learning, while providing students with a robust history education from a Catholic perspective. The resources as listed would, throughout middle school, encompass all the content of the minimum listed standards.

OH Standards of Learning Content Topics		CTP Proposed Resource
5th Grade	Regions and People of the Western Hemisphere	From Sea to Shining Sea Will cover all standards relating to exploration and colonization, in addition to introducing students to U.S. History.
6th Grade	Regions and People of the Eastern Hemisphere	All Ye Lands Will cover remnant of standards not covered in 5th Grade by FSSS (South America) as well as all 6th Grade standards.
7th Grade	World Studies from 750 BC to 1600 A.D.: Ancient Greece to the First Global Age	Light to the Nations I Provides excellent resource match for listed content. Supplementary chapters provide crossover with AYL and can be utilized in either 6th or 7th Grade according to need.
8th Grade	U.S. Studies from 1492 to 1877: Exploration through Reconstruction	The American Venture Robust coverage of the period from 1492–1877 and may be utilized to expand student formation beyond the minimum standards scope.

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.

HISTORY STRAND		FSSS	AYL (*TRL denotes Teacher Resource Links)	LTN1	LTN2
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.		Ch 6 115		
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 TRL Ch 1 (especially PBS video learning links) TRL Ch 16 (Mayan video)	Suppl ch 604–609	
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 TRL Ch 1	Ch 16 435–438	

GEOGRAPHY STRAND		FSSS	AYL	LTN1	LTN2
4	Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.		TRL Ch 1 – printable world maps and CIA Factbook map links		
5	Latitude and longitude can be used to make observations about location and generalizations about climate.		TRL Ch 1 – PBS site (search for latitude and longitude resources)		
6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.		TRL Ch 1 – PBS site; CIA Factbook map links, especially climate/geographical maps		
7	The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.		TRL Ch 1 – search PBS site (see Geography > Human Ecology)		
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.		TRL Ch 1 – PBS site (search for “Native American”)		
9	Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere and results in diversity.		TRL Ch 1 – PBS site; CIA Factbook		

10	The Western Hemisphere is culturally diverse (e.g. language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.		TRL Ch 1 – PBS site TRL Ch 15 – all links TRL Ch 16 – all links		
GOVERNMENT STRAND		FSSS	AYL	LTN1	LTN2
11	Individuals can better understand public issues by gathering, interpreting, and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.		TRL Ch 1 – PBS site (Civics > search “data”) TRL Ch 15 – interactive population map		
12	Democracies, dictatorships, and monarchies are categories for understanding the relationship between those in power or authority and citizens.		Ch 4 73–76 TRL Ch 4 – Ancient Greece documentary		
ECONOMICS STRAND		FSSS	AYL	LTN1	LTN2
13	Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.		TRL Ch 1 – PBS site (search “circle graphs”)		
14	The choices made by individuals and governments have both present and future consequences.	Broad standard, Teacher may choose to draw conclusion from concrete historical example, such as coverage of Catholic European immigrants in the 19th c. and how their cultures shaped the country we know today (Ch 20 431–435)			

15	The availability of productive resources (i.e. entrepreneurship, human resources, capital goods, and natural resources) promotes specialization that could lead to trade.		TRL Ch 1 – PBS site (filter for grade/topic > search “trade specialization”)		
16	The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	TRL Ch 5 – “tobacco in colonial Virginia” TRL Ch 19 – video on Texas oil boom			
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.	TRL Ch 5 – “tobacco in colonial Virginia”	TRL Ch 1 – PBS site (search “specialization”)		
18	Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.	TRL Ch 19 – video on Texas oil boom			

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.

HISTORY STRAND		FSSS	AYL	LTN1	LTN2
1	Multiple tier timelines can be used to show relationships among events and places.		TRL Ch 1 – PBS site (search “timeline”) TRL Ch 3 & 5 – timelines		
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 TRL Ch 2	Introduction 8–12 Suppl ch 558–559 (ancient China)	
GEOGRAPHY STRAND		FSSS	AYL	LTN1	LTN2
3	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.		TRL Ch 1 – printable world maps and CIA Factbook map links		
4	Latitude and longitude can be used to identify absolute location.		TRL Ch 1 – PBS site (search for latitude and longitude resources)		

5	Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.		TRL Ch 1 – printable world maps and CIA Factbook map links TRL Ch 13 – climate maps of Africa		
6	The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.		TRL Ch 1 – PBS site (see Geography > Human Ecology)		
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.		Broad standard, covered throughout Ch 2–14		
8	Diffusion of agricultural practices and products, technology, cultural practices, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.		Broad standard, covered throughout text Ch 2 (prehistoric technological advances) Ch 3–14 (coverage of all major world religions)		
GOVERNMENT STRAND		FSSS	AYL	LTN1	LTN2
9	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.		TRL often link to primary sources (e.g. Ch 5 links to Josephus' account of the sack of Jerusalem) TRL Ch 1 – PBS site (search for "primary sources")		

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.		TRL Ch 1 – PBS site (search appropriate keywords)		
ECONOMICS STRAND		FSSS	AYL	LTN1	LTN2
11	Economists compare data sets to draw conclusions about relationships among them.		TRL Ch 1 – PBS site (search "data sets")		
12	The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.		Teacher may choose a case study to present the consequences of human ideas. (Suggested: the effects of the Protestant Reformation in Ch 9)		
13	The fundamental questions of economics include what to produce, how to produce, and for whom to produce.		TRL Ch 1 – PBS site (search "production")		
14	When regions and/or countries specialize, global trade occurs.		TRL Ch 1 – PBS site (search "global trade")		
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 productive resources (entrepreneurship, human resources, natural resources, and capital) used.		TRL Ch 1 – PBS site (search "supply demand")		
16	When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.		TRL Ch 1 – PBS site (search "commodity price")		

7th Grade History

THEME: WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE 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.

HISTORY STRAND		FSSS	AYL	LTN1	LTN2
1	Multiple tier timelines can be used to show relationships among events and places.		TRL Ch 1 – PBS site (search for “timeline resources”)		
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 TRL Ch 4 & 5 – all are relevant to this standard	This statement broadly matches the scope of LTN1 as a whole. Some select connections are: 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 TRL Ch 5	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 TRL Ch 7 – Islamic conquests map	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 TRL Ch 9	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	
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 TRL Ch 1 – PBS site (search for "trade routes" and "East Meets West")	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 are: 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.		TRL Ch 1 – PBS site (search for “Columbian Exchange”)	Suppl ch 606, 612–614, 618–619	
GEOGRAPHY STRAND		FSSS	AYL	LTN1	LTN2
12	Maps and other geographic representations can be used to trace the development of human settlement over time.		TRL Ch 1 – PBS site (search for “Mapping Populations: The Ancient World”); CIA Factbook maps		
13	Geographic factors promote or impede the movement of people, products, and ideas.		TRL Ch 1 – PBS site (search for “Mapping Populations: The Ancient World”)		

14	Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.		TRL Ch 1 – PBS site (search for “trade routes” and “East Meets West”)		
15	Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.		TRL Ch 1 – PBS site (search for “trade routes” and “trade across regions and climates” for worksheet lessons and videos)		
GOVERNMENT STRAND		FSSS	AYL	LTN1	LTN2
16	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.		Teacher-led connections to contemporary events can be facilitated by the TRL links. See especially the PBS site & World Factbook in Ch 1		
17	Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.		Ch 4 73–76 Ch 5 99–101 TRL Ch 5 (especially Twelve Tables link)		

18	With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.		Ch 8 181–182, 192–197 TRL Ch 8 – Magna Carta TRL Ch 9 – religious map of Europe		
ECONOMICS STRAND		FSSS	AYL	LTN1	LTN2
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.		TRL Ch 1 – PBS site (search “cost benefit”)		
20	The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.		TRL Ch 1 – PBS site		
21	The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.			TRL Ch 10 – “Medieval Trade Routes” interactive map	

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.

	HISTORY STRAND	FSSS	AYL	LTN1	LTN2 (*indicates reference to U.S. Supplement)	TAV
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 TRL Ch 15 – recordings of former enslaved persons		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 TRL Ch 15 – maps		Ch 2 17–26*	Ch 4 59–76
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
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
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 11 195–220 Ch 12 221–238
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 13 239–266

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 14 267–284
GEOGRAPHY STRAND		FSSS	AYL	LTN1	LTN2	TAV
15	Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.					TRL Ch 1 – multiple interactive maps, especially map of distribution of gold resources
16	The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.					TRL Ch 1 – multiple interactive maps, especially map of distribution of gold resources TRL Ch 2 – Tobacco in colonial VA TRL Ch 11 – map of gold rush territory
17	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.					Ch 11 200–203 See especially TRL Ch 9 on Indian removal and resettlement
18	Cultural biases, stereotypes, and prejudices had social, political, and economic consequences for minority groups and the population as a whole.					Multiple examples throughout text, e.g.: Ch 11 200–203 (for bias against immigrants)
19	Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.					Multiple discussion point options on this topic See “Epilogue: Our Story Continues” 505–507

GOVERNMENT STRAND		FSSS	AYL	LTN1	LTN2	TAV
20	Active participation in social and civic groups can lead to the attainment of individual and public goals.					Multiple examples throughout text See especially Ch 20 422–423 (“Catholic Radicals” sidebar)
21	Informed citizens understand how media and communication technology influence public opinion.					Ch 23 490–491 (coverage of media and counterculture during the Vietnam War)
22	The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.					Ch 6 89–114
23	The U.S. Constitution protects citizens’ rights by limiting the powers of government.					Ch 6 89–114
ECONOMICS STRAND		FSSS	AYL	LTN1	LTN2	TAV
24	Choices made by individuals, businesses, and governments have both present and future consequences.					Multiple opportunities for examination of this theme throughout text TRL Ch 11 – interactive timeline of immigration

25	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.					Ch 16 305–330
26	Governments can impact markets by means of spending, regulations, taxes, and trade barriers.					<p>Government influence over trade appears frequently throughout text. See especially:</p> <p>Ch 9 156–157</p> <p>Ch 11 198–199</p> <p>Ch 16 308–311</p> <p>Ch 17 341–342</p>