

About Social Studies Standards

The Cincinnati Public School District's social studies content standards are designed to prepare all students for success in school, college and the workplace. They are the same high standards adopted by the Ohio Board of Education. The Ohio Department of Education will use these standards in developing new statewide tests to measure student performance.

Before drafting the standards, advisory groups reviewed world-class standards from the United States and other countries. The standards-writing teams included teachers, parents, school administrators and business and college representatives. Before the standards were final, social studies experts and the public reviewed them and added their feedback.

Described as "rigorous yet realistic," the seven standards cover important social studies concepts and knowledge — and how to use these concepts and knowledge to help understand our world.

Parent Tip

Helping your child succeed in social studies begins with a positive attitude — yours. Your enthusiasm about your child's learning will rub off and show that social studies is both important and fun. Start an ongoing conversation with your child about social studies lessons, and you'll set the stage for success in the classroom, on tests, and in everyday reasoning and analysis of local and world events, from elections to investing money.



How to use this Guide

Relax.

This guide covers a lot of social studies ground, but you don't have to. You'll find general, "big picture" overviews of standards. You also will find grade-specific requirements, known as **indicators**, on pages 4-10. Work with the level and amount of information that fit your family's needs.

Get familiar.

On page 3, you'll find a list of the district's seven social studies standards along with a non-historian's explanation of what each one means to your child.

Skim and scan.

Each grade-level summary begins with a brief overview that describes how standards fit into your child's overall learning. If you want to know more, you can then read more detailed learning goals, too. A glossary is included with definitions for many of the social studies terms used in the grade-level indicators.

Words defined in the glossary are written in bold type.

Stay involved.

Whether you're helping with homework or preparing for teacher conferences, taking an active role in your child's social studies education makes a difference. Use the information in this booklet to work closely with teachers and help chart your child's progress. Use pages 16-20 to jot down homework and conference notes.

Explore more.

On page 11, you'll find a list of social studies education resources — Web sites and books that can help explain complicated concepts. And at every grade level, you'll see a bit of "homework" for you — ways to help build your child's confidence, as well as social studies skills.



**Keep this booklet
handy until your child
completes 8th grade.**

Grades 6-8

Social Studies Standards

History

What it means to your child: Analyzing and interpreting significant events, patterns and themes in the history of Ohio, the United States and the world.

People in Societies

What it means to your child: Analyzing the impact of cultural, ethnic and social groups on local, national, regional and global levels.

Geography

What it means to your child: Showing the relationship between the physical environment and human activity and explaining how the two forces interact.

Economics

What it means to your child: Using economic knowledge and reasoning skills to make informed choices as producers, consumers, savers, investors, workers and citizens.

Government

What it means to your child: Understanding the role of government through the knowledge of local, state, national and international political systems.

Citizenship Rights and Responsibilities

What it means to your child: Examining and evaluating civic ideals and participating in community life and the American democracy.

Social Studies Skills and Methods

What it means to your child: Collecting, organizing, evaluating and synthesizing information, then communicating and applying their knowledge appropriately.

Sixth-Grade Standards

For sixth-graders, Social Studies opens windows to the world through the continued study of a wide range of cultures and a broad focus on critical topics. Their knowledge of human history now dates back to the Paleolithic Era and they can compare major elements of the earliest civilizations. As they learn to analyze the differences and similarities between cultures, they also improve their geography skills. They can plot any point on a map of the world; they can explain how economies evolve; they can explain why people migrate; and they can explain geographic causes for world trade. In addition, they begin to understand the structure of foreign governments and the ways in which we interact with the world. Finally, they use powerful research tools to learn new vocabulary, organize information and prepare more advanced projects.

By the end of sixth grade, students should be able to:

History

- Create timelines from lists of events and interpret relationships between those events.
- Describe human development from the **Paleolithic Era** to modern times.
- Compare the characteristics and the development of early African, Asian and North and South American civilizations.

People in Societies

- Compare the class structure, gender roles, beliefs, customs and traditions of societies being studied.
- Compare world religions and belief systems.
- Explain how language, religion, government type, historic relationships and economic interests foster conflict or cooperation among countries.

Geography

- Accurately place both **human and physical characteristics** on a world map.
- Explain how changes in agriculture, mining, fishing and manufacturing affect patterns of economic activities.
- Describe how the physical environment affects human settlement and activities and how the physical environment impacts the **physical and human characteristics** of places.



Geography
Sixth-Grade Standards (cont.)



- Explain the positive and negative influences of humans on the environment.
- Explain why people migrate and the primary causes of world trade.

Economics

- Describe the factors that affect the production of goods and services in different regions of the world.
- Explain why international trade happens and the impact of importing and exporting on market prices and availability.

Government

- Explain reasons people create governments.
- Describe the divisions that make up different countries around the world and ways they interact with each other.
- Define **democracy, monarchy and dictatorship**.

Citizenship Rights and Responsibilities

- Explain and compare the different ways people participate in their governing depending on their political process.

Parent Tip

Surf the Internet with your child — at home, at school or at your neighborhood public library — to explore Social Studies resources and discuss current events and world news. Check out Web sites that provide insights into how other countries view the United States.



Social Studies Skills and Methods

- Use multiple sources to define research project terms.
- Analyze information from **primary and secondary sources**, make generalizations and draw conclusions.
- Complete a research project with a bibliography.
- Communicate a position orally or in writing using supporting evidence.
- Work effectively in a group.



Seventh-Grade

Standards



For seventh-graders, Social Studies becomes a filter through which they can understand the impact of the past on the present and the future. They learn the history of early civilizations and cultures and their impact on the politics, economics and social development of later civilizations, including modern times. At the same time, they begin to realize that they cannot judge the past using modern day norms and values. They become more effective at working within a group and organizing and evaluating their projects efficiently.

By the end of seventh grade, students should be able to:

History

- Group events by era and place on multiple-tier timelines.
- Describe the lasting impact of civilizations in India, China, Egypt, Greece and Rome after 1000 B.C.
- Describe the rise of **feudalism**, the lasting effects of military conquests in the **Middle Ages**.
- Describe the impact of new ideas on European life and the causes and effects of European exploration.
- Describe the importance of West African empires (Ghana, Mali, Songhay).

People in Societies

- Analyze the relationships among cultures, products and perspectives in early civilizations, including how the Silk Road trade and the Crusades affected cultures.

Geography

- Identify historically important locations on maps of regions being studied.
- Describe changes in **physical and human characteristics** over time and their impact.
- Use maps and geographic factors to analyze the location of resources and explain how people, products and ideas move from place to place.

Seventh-Grade Standards (cont.)

Economics

- Compare how the location of resources in the world influenced **specialization**, trade and interdependence in ancient times.
- Describe the growth of cities and trade routes.

Government

- Compare **direct and representative democracy** using historic examples.
- Describe the basic characteristics of governments in city-states, kingdoms and empires.

Citizenship Rights and Responsibilities

- Explain the difference between **monarchy, direct democracy** and **representative democracy**.
- Describe **Magna Carta** rights and how they connect with Americans' rights today.

Social Studies Skills and Methods

- Use relevant norms and values to evaluate the past.



Parent Tip

Find practical applications for Social Studies knowledge at home — for example, use atlases and maps to plan the route of a trip together. Visit local, regional and national historic sites and provide your child with a notebook to record impressions.

- Compare multiple viewpoints of important events in world history.
- Establish guidelines, rules and timelines for group work.

Eighth-Grade Standards

For eighth-graders, Social Studies focuses mainly on the development of the United States, from its earliest European colonists, through the American Revolution and the Civil War. They look closely at the historical causes of conflict in our country and their impact on our growth and development. Their understanding of the U.S. Constitution expands to include its historical as well as governmental impact. As their ability to weave together information from a variety of sources improves, they learn to communicate their findings both in position papers and oral presentations.

By the end of eighth grade, students should be able to:

History

- Choose events to place on multiple-tier timelines that show their relationships.
- Describe the political, religious and economic aspects of North American colonization, from conflicts to the beginnings of **democracy**.
- Explain the causes of the American Revolution from the perspectives of the Patriots, Loyalists, neutral colonists and British.
- Explain political, military and social developments during the American Revolution.
- Explain major domestic problems resulting from the **Articles of Confederation**.
- Explain the challenges to ratifying the U.S. Constitution and early presidential and congressional actions taken to unify the 13 states.
- Describe and analyze how the U.S. expanded, including the Northwest Ordinance, Louisiana Purchase, Manifest Destiny, Texas War for Independence and the Mexican-American War.
- Explain the causes, the course and the consequences of the Civil War.
- Explain the consequences of **Reconstruction**.

People in Societies

- Trace the development of religious diversity in the U.S. and how religious freedoms have evolved.



People in Societies
Eighth-Grade Standards (cont.)



- Describe the interactions between white settlers and American Indians and the results of treaties and land acquisition.
- Analyze the economic, geographic, religious and political factors behind the enslavement of Africans in North America and resistance to slavery.
- Explain how diverse peoples in the United States created a common national identity.

Geography

- Compare places and regions in the United States in 1877 and today.
- Analyze how the environment influenced settlements and the economy in the United States in the 18th and 19th centuries.
- Explain how many factors, including westward expansion and advances in transportation, changed U.S. geographic patterns.

Economics

- Explain how the uneven distribution of **productive resources** influence history, including the Civil War.
- Explain the increase of global trade in the 17th and 18th centuries and the purpose and effects of trade barriers put in place before the Civil War.
- Explain the role of the economy in the creation of the U.S. Constitution.
- Explain how property rights and the regulation of economic activity impacted the U.S. economy.

Government

- Relate the principles and rights of the Declaration of Independence with **Enlightenment** ideas.

Parent tip

Turn meal time into a fun civics lesson by comparing political candidates while you eat. Emphasize how others should not be judged by their race, religion or color, and talk about ways your child can combat discriminatory situations he or she may witness. Remember to listen as much as you talk.



*Government
Eighth-Grade Standards (cont.)*



- Explain how and why political parties developed.
- Explain why the young United States needed a stronger government.
- Explain the political concepts in the U.S. Constitution, including **representative democracy, Federalism, Bicameralism**, separation of powers and checks and balances.
- Explain how the U.S. Constitution protects citizens' rights, regulates land use and establishes order.
- Explain how the U.S. Constitution limits government rights to protect individual's rights.
- Explain the impact of the **Northwest Ordinance**.
- Explain how a bill becomes a law.

Citizenship Rights and Responsibilities

- Show how participating in civic and political life relates to reaching personal and public goals (American independence, abolition of slavery).
- Evaluate how historical figures and political bodies both furthered and restricted individual rights.
- Show connections between the rights and responsibilities of citizenship.

Social Studies Skills and Methods

- Compare accuracy of fiction and nonfiction historical accounts.
- Cite **primary and secondary sources** to construct a historical narrative and/or presentation.
- Work effectively in a group, from discussions to managing conflict.

Glossary

G

Absolute location: the location of a point on the Earth that can be expressed by a grid reference (latitude and longitude).

Absolute monarchy: a system of government headed by a monarch as the only source of power controlling all functions of the state.

Articles of Confederation: the forerunner to the U.S. Constitution, a document written in 1777 by the Continental Congress to establish a “firm league of friendship” between the 13 original United States while maintaining strong states’ rights and independence.

Artifact: a material object of a culture, such as a tool, an article of clothing or a prepared food.

Benefits: something received as an improvement as the result of a decision.

Bicameralism: a type of government consisting of two legislative chambers (in the U.S., the House of Representative and the Senate).

Bills of attainder: a law that inflicts punishment on a person or group without a trial by judge.

Capital good: a productive human-made resource used to produce goods and services (buildings, machinery, equipment, tools).

Cardinal directions: the four main points of the compass.

Circular flow model: a diagram that shows the flow of economic activity from one segment of the economy to the next.

Colonialism: a system where one country extends its control over foreign dependencies, especially for economic benefit.

Command economy: an economic system in which decisions on production and consumption are made by a central government.

Constitutional monarchy: a system of government headed by a monarch whose powers are defined in the basic laws of the state.

Cost: something given up as the result of a decision.

Democracy: A system of government in which political control is exercised by all the people, either directly or through their elected representatives.

Dictatorship: a system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.

Glossary

Direct democracy: a democratic system of government in which the people exercise political control and participate directly in decision making.

Division of labor: the separation of the total work required to produce a good or service into individual interrelated tasks.

Economic indicators: governmental statistics — including unemployment rate, inflation rate, Gross Domestic Product (GDP) and retail sales — which are released regularly and indicate a country's growth and health of a country.

Enlightenment: an influential 18th-century European philosophical and intellectual movement that promoted the idea that humans could use reason to solve society's problems; also called the "Age of Reason," it had strong American followers such as Benjamin Franklin and Thomas Jefferson.

Ex post facto laws: laws that retroactively make an act a crime, make a crime more serious, a criminal punishment more severe or changes trial rules to make conviction easier.

Federalism: political organization in which government power is divided between a central government and territorial subdivisions (in the U.S., between the national and state governments).

Freedom of information: the right of the public to have access to public records and governmental information.

Feudalism: political, economic and social system in which land is the source of power; lords who swear loyalty to a monarch control the land and grant its use to vassals; serfs or peasants work the land.

Habeas corpus: (writ of) a court order demanding that an individual in custody must be brought into court and shown the cause for detention.

Human characteristic/feature: an aspect of a place constructed by people, including cities, parks, buildings and roads.

Imperialism: a policy used by strong countries to gain social, political and economic control over foreign territories.

Initiative: a petition process that allows a certain percentage of voters to put a proposed constitutional amendment or statute on the ballot for popular approval or to submit a proposed law to a legislative assembly for approval.

Intermediate directions: The points of the compass that fall between north and east, north and west, south and east, and south and west (e.g., NE, NW, SE and SW).

Jim Crow laws: laws passed by Southern states after Reconstruction that enforced segregation – the systematic practice of discriminating against and segregating African-Americans.

Magna Carta: the document signed by King John of England in 1215 that limited the king's power and guaranteed certain basic human rights to citizens; considered the beginning of England's constitutional government.

Marginal benefit: the change in total benefit resulting from an action.

Marginal cost: the change in total cost resulting from an action.

Market economy: an economic system in which decisions on production and consumption are made by individuals acting as buyers and sellers.

Middle Ages: period in European history, dated from A.D. 476 to 1453, between antiquity and the Renaissance.

Mixed economy: an economic system that combines features of more than one of the traditional, command and market systems.

Monarchy: A system of government headed by a monarch, such as a king, queen, shah or sultan whose position usually is inherited.

Northwest Ordinance: passed in 1787 by the Congress of the Confederation, it announced that land north of the Ohio River and east of the Mississippi would be settled as part of the United States, speeding up the westward expansion of the new country.

Opportunity cost: the value of the next best alternative given up when a choice is made.

Paleolithic Era: also known as “Old Stone Age,” period between 2 million and 10,000 years ago during when humans hunted and gathered and migrated often, and began making tools and developing recorded religious beliefs.

Parliamentary democracy: a system of government in which the executive leaders are chosen by and responsible to the legislature as well as being members of the legislature, as in Great Britain.

Physical characteristic/feature: a natural aspect of the Earth that includes land formations and vegetation zones.

Glossary

Pictograph: a diagram or graph using pictured objects to convey ideas or information.

Populism: the political philosophy that supports the rights and powers of the common people in their struggle with the privileged elite.

Presidential democracy: a system of government characterized by a separation of powers between independent and coequal executive and legislative branches, such as in the United States.

Primary source: an account of an event by someone present at it.

Productive resources: the resources used to make goods and services (natural resources, human resources, capital goods).

Progressivism: the political view of those who favor progress toward better conditions in government and society.

Reconstruction: from 1865–1877, after the Civil War in the United States, when the Southern states, with a federal military presence, were reorganized and reintegrated into the Union.

Referendum: a process by which a measure passed by the legislature is submitted to voters for approval, or a petition process that allows a certain percentage of voters to order passed legislation to be submitted to voters for approval or rejection.

Representative democracy (Republic): a democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.

Scarcity: the lack of sufficient resources to produce all the goods and services people desire.

Secondary source: an account of an event by someone who was not present at it.

Specialization: the concentration of production on fewer kinds of goods and services than are consumed.

Theocracy: a system of government headed by one or more religious leaders who claim to rule by divine authority.

Traditional economy: an economic system in which decisions on production and consumption are based upon customs, beliefs, rituals and habits.

Social Studies Resources for Parents*

<http://bensguide.gpo.gov>

From the U.S. Government Printing Office, with U.S. Founding Father Benjamin Franklin as the teacher in *Ben's Guide to U.S. Government for Kids* in grades K-12.

www.ala.org/parentspage

From the American Library Association, with links to hundreds of selected Web sites of interest to children and parents on social studies and other subjects.

www.pbs.org/parents

From PBS (Public Broadcasting Service), offering tips for parents wanting to help their child learn, plus links to social studies-related PBS sites, such as The Democracy Project (<http://pbskids.org/democracy>).

www.loc.gov

From the Library of Congress, with links to selected Web sites especially for kids and families.

* Please be aware that Internet resources are subject to change.



Standards Notes for
 (Student's Name)

Homework Notes



This is a good place to keep track of your child's homework assignments and how they connect to the standards. It's an opportunity to write down specific skills or concepts in which your child may need some extra help. Just as important, it's a place where you can note positive comments when your child does good work.

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Date Notes

Date Notes

Extra pages are available through the school office or by logging on to the CPS Web site, www.cps-k12.org, and clicking on Academics, then Parent Guides.





Standards Notes for
 (Student's Name)

conference notes



This is a good place to list questions that you want to make sure you ask your child's teacher during conferences at the end of progress reporting periods. Consider sharing information that might be useful to your child's teacher about your child's personal strengths, challenges and most effective learning styles (coaching, small-group work, projects, individual study, etc.)

Conference Questions/Comments for my Child's Teacher

Child's Grade Level _____

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