

# Ohio's Learning Standards for Social Studies



Kindergarten – Grade 8

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**Department of  
Education &  
Workforce**

**Organizational Note:** In the 2018 standards, the skills statements were part of each of the strands of history, economics, geography, and government. The update has added a new strand called social studies skills. The change elevates the disciplinary literacy skills of social studies and the skills should be practiced many times throughout the academic year with the different content strands.

**Key:** **content unchanged-clarification and/or simplification of language;** **content unchanged-significant language change;** **new standards added or moved from a different grade** \*some standards had more than one change (e.g., clarification and significant language change)

## Strand: Social Studies Skills

Historical Thinking	Spatial Thinking	Civic Engagement	Economic Decision Making
<b>Kindergarten</b>			
1. Time can be measured. 2. Photographs, videos, artifacts, and books can be used to learn about the past.	3. Landmarks and directions can be used to talk about the relative location of familiar places.	4. Individuals work toward the achievement of common goals in schools and communities.	
<b>Grade 1</b>			
1. Time can be divided into categories. 2. Primary and secondary sources provide evidence to understand the past.	3. Maps, globes, and other simple geographic models can be used to locate and identify places.	4. Positive citizenship qualities include individuals making responsible choices, being accountable for choices and actions, and respecting the rights of others.  5. Collaboration requires group members to respect the rights and opinions of others.	

Historical Thinking	Spatial Thinking	Civic Engagement	Economic Decision Making
<b>Grade 2</b>			
<ol style="list-style-type: none"> <li>1. Time can be displayed using calendars and timelines.</li> <li>2. Change over time can be shown with primary and secondary sources.</li> </ol>	<ol style="list-style-type: none"> <li>3. Maps are created to share information about places and their relative location. Individuals can locate places and landmarks using a map and cardinal directions.</li> </ol>	<ol style="list-style-type: none"> <li>4. Individuals promote school and community citizenship by expressing their opinions and compromising for the common good.</li> <li>5. Groups are accountable for choices they make and actions they take.</li> </ol>	<ol style="list-style-type: none"> <li>6. Tables, charts, and graphs organize information and show relationships between data sets. Tables, charts, and graphs are titled to indicate the data being presented.</li> </ol>
<b>Grade 3</b>			
<ol style="list-style-type: none"> <li>1. Timelines can be used to explain cause and effect relationships between historical events.</li> <li>2. Examining primary and secondary sources can result in new or unanswered questions.</li> </ol>	<ol style="list-style-type: none"> <li>3. Different types of maps have distinctive characteristics and purposes. Places can be located on a map using an alphanumeric grid.</li> </ol>	<ol style="list-style-type: none"> <li>4. Individuals have a variety of opportunities to act in and influence their school and local community.</li> <li>5. Groups use problem-solving and compromise to achieve goals and work toward the common good.</li> </ol>	<ol style="list-style-type: none"> <li>6. Tables help individuals make economic decisions by organizing data to help individuals identify relationships and demonstrate a rate of change.</li> </ol>
<b>Grade 4</b>			
<ol style="list-style-type: none"> <li>1. Multiple-tier timelines can be used to show relationships between events and places.</li> <li>2. Primary and secondary sources can be used to explore multiple perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>3. Relative location of physical and human characteristics of Ohio and the United States can be described using cardinal and intermediate directions. A map scale can be used to approximate distances between places.</li> </ol>	<ol style="list-style-type: none"> <li>4. People and groups can be involved with and influence both Ohio's government and the U.S. government. Citizens have rights and responsibilities.</li> </ol>	<ol style="list-style-type: none"> <li>5. Data shown in bar graphs and circle graphs or pie charts can be used to make economic decisions.</li> </ol>

Historical Thinking	Spatial Thinking	Civic Engagement	Economic Decision Making
<b>Grade 5</b>			
<p>1. Multiple perspectives on a historical event or individual can be examined using primary and secondary sources. Individuals create and communicate a claim or position using credible sources.</p>	<p>2. Geographic tools can be used to interpret information about people, places, and environments.</p> <p>3. Latitude and longitude can be used to make observations about location and generalizations about climate.</p>	<p>4. Civic participation in a democratic society involves making informed and reasoned decisions by evaluating, using, and discussing information.</p>	<p>5. Line graphs can be used to show patterns or changes in data over time.</p>
<b>Grade 6</b>			
<p>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.</p>	<p>2. Maps, globes, and other geographic models reflect a certain perspective of people, places, and environments. Geographers and cartographers influence this perspective by determining what information to include and how it is presented.</p> <p>3. Latitude and longitude can be used to identify absolute location.</p>	<p>4. Individuals can understand public issues by collecting and interpreting information from multiple sources. Evaluating bias and credibility in sources ensures that individuals consume and communicate accurate information.</p>	<p>5. Individuals ask questions and make conclusions about patterns, trends, and relationships within different data sets. Data sets can contain or present bias from the information included and how it is displayed or organized.</p> <p>6. Economic decisions made by individuals and governments depend on different factors and impact individuals and communities in both the present and future.</p>

Historical Thinking	Spatial Thinking	Civic Engagement	Economic Decision Making
<b>Grade 7</b>			
<p>1. Individuals examine historical events and issues by interpreting primary and secondary sources within their context to create and communicate a claim or position.</p>	<p>2. Maps and other geographic models help show how people have interacted and exchanged products and ideas over time. Maps and geographic models can illustrate how geography influences historical events.</p>	<p>3. Individuals and groups shape their perspectives based on the context and events of the time. Analyzing these perspectives helps individuals create and communicate a position.</p>	<p>4. Economic decisions made by individuals, businesses, and governments have impacts on both the present and future.</p>
<b>Grade 8</b>			
<p>1. Presenting and defending a position requires evidence from multiple perspectives using credible primary and secondary sources. Positions are revised as new questions are asked, and new evidence is introduced.</p>	<p>2. Modern and historical maps and other geographic tools can illustrate the relationship between geography and historical events over time.</p>	<p>3. Active participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>4. Informed individuals understand how media and technology influence public opinion.</p>	<p>5. Individuals, governments and businesses must analyze costs and benefits when making economic decisions.</p>

## Strand: History

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Kindergarten</b>						
<p>5. Ohio's communities reflect many traditions and customs. A community's culture is shown through the arts, celebrations, festivals, and language.</p> <p>6. Ohio is a state in the United States. Both Ohio and the United States have symbols and practices that represent the state and country.</p>						
<b>Grade 1</b>						
<p>6. Science and technology have changed how Ohioans meet their needs for food, clothing, and shelter.</p>						

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 2</b>						
7. Manufacturing, agriculture, and business have shaped local communities and Ohio's past development and future opportunities.						
<b>Grade 3</b>						
7. Ohio's local communities have challenges and opportunities that are shaped by their history and current actions to build a better future.						

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 4</b>						
<p>6. American Indians shaped the territory that is present day Ohio through trade, farming, hunting, and fishing. The arrival of immigrants and migrating settlers altered American Indian culture and trade interactions, resulting in lasting impacts.</p> <p>7. American Indians experienced ongoing conflicts as migrating settlers and immigrants moved into the Ohio Country. Ongoing frontier conflicts contributed to the exclusion and removal of American Indians.</p> <p>8. The Declaration of Independence outlined the colonial objections to British rule and led to the American Revolution. American independence led to expanded western settlement and diplomatic relations with Europe.</p> <p>9. Ohio became a state in 1803 following the procedures established in the Northwest Ordinance. Upon achieving statehood, Ohio and its citizens were guaranteed rights and protections under the U.S. Constitution.</p> <p>10. Ohioans have made significant contributions to the United States since statehood, with their impact continuing today.</p>	<p>11. Evidence of early North American civilizations can be found in present day Ohio.</p>					

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 5</b>						
	<p>6. Major civilizations in the Western Hemisphere include the Maya, Inca, Aztec, and Mississippian cultures. These civilizations developed unique governments, social structures, religions, technologies, and agricultural practices.</p> <p>7. European exploration and colonization in Central and South America during the 1400s-1700s transformed the Western Hemisphere. The impact of these interactions can be observed today.</p>					
<b>Grade 6</b>						
	<p>7. 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.</p>					

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 7</b>						
	<p>5. The Greek and Roman civilizations significantly influenced later societies through their contributions to governance, law, engineering, technology, art, architecture, literature, and history. The Roman Empire also facilitated the spread of Christianity.</p>	<p>6. 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.</p> <p>7. 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.</p> <p>8. Achievements in medicine, science, mathematics, and geography by the Islamic civilizations dominated most of the Mediterranean region after the decline of the Roman Empire. These achievements were introduced into Western Europe because of the Muslim conquests, Crusades, and trade, influencing the European Renaissance.</p> <p>9. The decline of feudalism, the rise of nation-states, and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>10. 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.</p>	<p>11. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>12. The advent of the trans-Saharan slave trade had profound effects on West Africa, Central Africa, and receiving societies.</p> <p>13. The Columbian Exchange transformed the world by linking the Western and Eastern Hemispheres through European exploration, conquest, colonization, and exploitation.</p>			

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 8</b>						
				<p>6. Europeans encountered American Indian civilizations as they explored and colonized North America for economic and religious reasons.</p> <p>7. Europeans, colonists, and American Indians cooperated, negotiated, and clashed while competing for land and resources in North America.</p> <p>8. Race-based slavery transformed the political, economic, and social systems of the British colonies and continued to impact the United States in the 18th and 19th centuries.</p>	<p>10. The Articles of Confederation represented the first attempt of creating a central government that addressed the new political, economic, and territorial landscapes the United States faced. The Northwest Ordinance of 1787 established the process for statehood.</p> <p>11. The U.S. Constitution established a federal government with increased powers. The Federalist and Antifederalist Papers' contrasting arguments led to the development of the Bill of Rights, protecting individual liberties and limiting government power.</p> <p>12. The United States balanced domestic and foreign challenges in the late 1700s and early 1800s by testing the limits of constitutional federal power, promoting domestic stability, acquiring new lands, and moderating international tensions.</p>	<p>14. Sectional divisions over political, economic, and social issues surrounding slavery in the 1800s led to the American Civil War.</p> <p>15. The American Civil War transformed the United States politically, socially, and economically as the key events and significant figures influenced the Civil War's course and outcomes.</p>

Ohio – Past, Present, and Future	Early Civilizations	Feudalism and Transitions	First Global Age	Journey to Independence	Forming a More Perfect Union	Preserving the Union
<b>Grade 8</b>						
				<p>9. The Declaration of Independence established the purpose of the American Revolution, highlighting the grievances against the British Empire and proclaiming the natural rights of citizens and the powers of the new nation.</p>	<p>13. The United States expanded the frontier westward by adding territory through armed conflict, treaties, and land purchases. Westward expansion and the concept of Manifest Destiny increased the United States' boundaries and population while forcibly removing American Indian nations from native lands.</p>	<p>16. The Reconstruction period attempted to redefine social and political structures through changes to the U.S. Constitution and expanded federal authority. Lingering differences created ongoing tensions between federal power and state interests in the South.</p>

## Strand: Geography

Places and Regions	Human Systems
<b>Kindergarten</b>	
	7. Humans use natural resources found in the physical environment for food, clothing, and shelter. 8. Individuals are unique but share common characteristics of multiple groups.
<b>Grade 1</b>	
7. Places and regions are unique based on their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	8. Cultures develop in unique ways over time, in part through the influence of the physical environment.
<b>Grade 2</b>	
9. Ohio's regions have similar and different physical and human characteristics.	10. Sharing customs, traditions, celebrations, language, and food help individuals understand different ways of life and create common experiences.
<b>Grade 3</b>	
8. Geographic locations are organized from the smallest units to the largest units.	9. Human activities impact Ohio's environment positively and negatively. 10. Ohio's location and transportation systems influence the movement of people, goods, and services within the state and beyond. 11. People reside in urban, suburban, and rural areas. Communities share similar characteristics and form distinct cultures based on the people who live there, customs, traditions, and belief systems.
<b>Grade 4</b>	
12. The Northern, Southern, and Western regions of the United States are characterized by their unique physical and human characteristics. The names of places and regions reflect the influences of the people who have lived there.	13. Ohio's population changed over time due to various push and pull factors, resulting in new communities, new interactions, and shared ways of life. Ohio's population changes often mirror those across the United States.

Places and Regions	Human Systems
<b>Grade 5</b>	
<p>8. <b>Continents are the largest geographic unit used to understand Earth's surface.</b> Regions within continents can be determined using data related to various criteria including landforms, climate, population, economics, and culture.</p>	<p>9. Physical environments within the Western Hemisphere influence human activity. Human activities impact the Western Hemisphere's environment positively and negatively.</p> <p>10. <b>American Indian nations and indigenous tribes share geographic and cultural similarities.</b></p> <p>11. <b>Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere.</b></p> <p>12. Life in the Western Hemisphere is shaped by the <b>influences and interactions of various world cultures.</b> Languages, cuisines, belief systems, and the arts contribute to both commonalities and unique characteristics within different nations.</p>
<b>Grade 6</b>	
<p>8. Regions within the Eastern Hemisphere can be determined using data related to various criteria including landforms, climate, population, economics, and culture.</p>	<p>9. Physical environments within the Eastern Hemisphere influence human activity. <b>Human activities impact the Eastern Hemisphere's environment positively and negatively.</b></p> <p>10. 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.</p> <p>11. <b>Advances in transportation, communication, and technology by civilizations in the Eastern Hemisphere have influenced global cultures and are still evident today.</b></p> <p>12. <b>Trade routes connecting</b> 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.</p>
<b>Grade 7</b>	
	<p>14. <b>The major world religions spread as early civilizations and empires in the Eastern Hemisphere interacted and traded with one another.</b></p>
<b>Grade 8</b>	
	<p>17. <b>Push and pull factors impacted</b> the expansion of the United States environmentally, economically, politically, and socially.</p> <p>18. Cultural biases, stereotypes and prejudices had social, political and economic impacts on different groups in the United States.</p>

## Strand: Government

Rules and Laws	Roles and Systems of Government
<b>Kindergarten</b>	
9. Individuals contribute to the community by following rules to keep everyone safe. Authority figures enforce rules to maintain order, security, and safety at school and in the community.	
<b>Grade 1</b>	
9. Laws are rules which apply to all people in a community and describe ways people are expected to behave.	
<b>Grade 2</b>	
10. Laws can protect rights and assign responsibilities.	
<b>Grade 3</b>	
12. Local governments enforce laws to maintain order and security, deliver public services, and protect individual rights.	13. The structure of local governments may differ from one community to another.
<b>Grade 4</b>	
14. The U.S. Constitution protects individual rights by limiting the powers of the federal government and establishing a Bill of Rights. Five of these rights are addressed in the First Amendment.	15. The Ohio Constitution and the United States Constitution established a limited government by dividing it into three distinct branches, each with specific responsibilities.
<b>Grade 5</b>	
	13. Democracies, dictatorships, and monarchies describe the relationship between leaders and citizens.
<b>Grade 6</b>	
	13. Citizen rights and responsibilities differ based on the limits to governmental authority in democracies, dictatorships, monarchies, and theocracies. Government functions may not align to its categorization.

Rules and Laws	Roles and Systems of Government
<b>Grade 7</b>	
	<p>15. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>16. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>
<b>Grade 8</b>	
	<p>19. The U.S. Constitution created a federal democratic republic with elected representatives, separation of powers, and checks and balances.</p> <p>20. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>

## Strand: Economics

Scarcity	Production and Consumption	Markets
<b>Kindergarten</b>		
	10. Individuals use goods and services throughout their daily lives.	
<b>Grade 1</b>		
10. Individuals make economic choices based on unlimited wants, needs, and scarcity of resources.	11. Individuals can be both producers and consumers.	12. People trade to obtain goods and services they want.
<b>Grade 2</b>		
11. Both positive and negative incentives affect individuals' choices and behaviors.	12. Businesses pay individuals for their skills and knowledge for the business to produce goods and services. Individuals earn income by working in a job or career.	13. People use different forms of payment to buy and sell goods and services.
<b>Grade 3</b>		
14. Individuals make decisions due to the scarcity of resources. An economic decision involves trade-offs and opportunity cost.	15. Resources can be used in various ways to produce goods and services.	16. A market is where producers and consumers exchange goods and services.

Scarcity	Production and Consumption	Markets
<b>Grade 4</b>		
	16. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. Skills like creativity and innovation can lead to entrepreneurship.	
<b>Grade 5</b>		
14. The fundamental questions of economics include what to produce, how to produce, and for whom to produce.	15. The availability of productive resources can have a positive or negative impact on productive capacity.	16. The growth of cities and civilizations fostered the growth of markets. Market exchanges encouraged the transition from barter to monetary economies.
<b>Grade 6</b>		
14. 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.	15. The variability of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	16. When countries and regions specialize, global trade occurs in different markets. Global trade contributed to interdependence among different countries and regions.
<b>Grade 7</b>		
17. Supply, demand, and competition determines market price. The price of a good or service can help determine which consumers receive the limited goods and services produced with the scarce productive resources.		18. Supply and demand interactions determine the market quantity for a good or service. Supply and demand interactions also determine the quantities of productive resources used.
<b>Grade 8</b>		
	21. The Industrial Revolution increased the production of goods and services through improvements in technology, the use of interchangeable parts, and access to new natural resources.	22. State and federal governments can impact markets by means of spending, regulations, taxes, and trade barriers.