

Comparison of the PreK-8 2002 and 2010 Standards

Introduction

This document is intended to summarize the relationship between the 2002 and 2010 academic content standards in social studies. This document lists all of the pre-kindergarten through grade eight topics and content statements and their corresponding benchmark(s) from the 2002 standards. This information is provided to assist curriculum specialists and teachers in reviewing their current curriculum and instruction in preparation for the transition to revised standards.

While there are clear connections between both sets of standards, there are also clear differences. The structure and organization of the standards has been revised, including new terminology. It is important to keep in mind that this document identifies connections between content statements (2010) and benchmarks (2002), but these are not equivalent expressions and do not represent absolute alignment.

How to Use This Document

The first 5 columns identify grade level, strand, topic, content statement number and content statement from the 2010 standards. The next column identifies a corresponding benchmark from 2002 whose content is *generally* aligned with the given content statement.

The last column provides notes regarding new and adapted content. Statements noted as *'New content at this grade level'* represent content that was not taught at this grade level in the 2002 standards. If the content was previously taught at another grade level the corresponding benchmark will be identified in the preceding column. In some cases only a portion of the content might be new to the grade level and will be noted with the phrase, *'Some new content at this grade level.'* This indicates that *some* of the content in the 2010 content statement is new at this grade level, while a significant portion of the content is aligned to the 2002 benchmark identified in the preceding column.

For a small number of content statements the content has been adapted from a higher or lower grade level. This can be seen principally in the financial literacy strand where content had previously been taught only in high school and has been adapted to begin in grade three in the revised standards. This content is noted as *'Adapted content at this grade level.'*

Because benchmarks and grade level indicators (2002) are not equivalent to content statements (2010), the alignment between the two is not perfect and should not be used to re-purpose curriculum and instructional materials for teaching of the 2010 standards (*see FAQ #2 below for more information*). Curricular planning should not be done with the crosswalk document alone; educators should also plan to use the model curricula available in the spring of 2011. The model curricula will include content elaborations and expectations for learning that further clarify the parameters of the content and expected cognitive levels.

Abbreviations

The following abbreviations were used in preparing this document:

HIST	History	PS	People in Societies
GEO	Geography	CRR	Citizenship Rights and Responsibilities
GOV	Government	SSSM	Social Studies Skills and Methods
ECON	Economics		

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Frequently Asked Questions

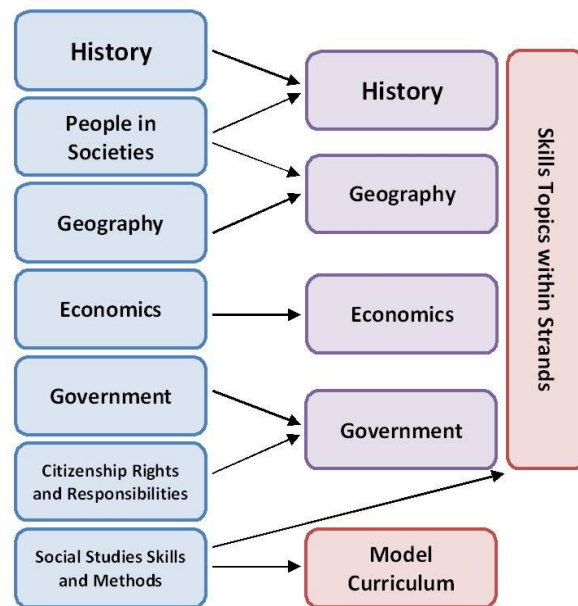
1. How are the 2010 academic content standards organized?

The revised standards are organized using the following components: Strands, Themes, Topics and Content Statements.

- **Strands:** the four disciplines within the social studies
- **Themes:** the focus for a particular grade level or the descriptive narrative of a high school course syllabus
- **Topics:** the different aspects of content within a strand, including skills topics
- **Content Statements:** the essential knowledge to be learned at each grade level or within each course

One of the goals of the standards revision project was to streamline the standards, which was partially achieved through collapsing the seven standards into four strands. The first column in the diagram indicates the 2002 standard structure. The second column indicates the 2010 structure with four strands and integrated skills topics.

To narrow down content to four strands, the essential content from the People in Societies standard has been incorporated in both the History and Geography strands. Essential elements from the Government and Citizenship Rights and Responsibilities standards have been combined into one strand.



2. How does the language of the 2010 academic content standards compare to the 2002 academic content standards? Is a topic equivalent to a benchmark? Are content statements equivalent to grade-level indicators?

While there are some parallels between elements of the 2002 and 2010 standards – grade-level themes exist in both versions and standards are analogous to strands – content statements and topics are new to the revised standards.

- Content statements are not equivalent to grade-level indicators. Content statements are focused on the essential knowledge to be learned and do not indicate cognitive levels as grade-level indicators had. Cognitive levels will be suggested within the expectations for learning component of the model curricula.
- Topics are not equivalent to benchmarks. Topics represent areas of learning within a strand and may span multiple grade levels. Topics are not equivalent to benchmarks because they are not associated with just one grade band and do not indicate a cognitive level.

More FAQs are available on ODE’s website at education.ohio.gov, keyword search: **social studies standards**.

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades PK-2**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Pre-Kindergarten	HIST	Historical Thinking and Skills	1	Words associated with time are meaningful in the context of daily classroom routines.	Grades PK-2, HIST A: Use a calendar to determine the day, week, month and year.	
			2	People develop an awareness of their personal histories.	Grades PK-2, HIST B: Place events in correct order on a time line.	<i>Some new content at this grade level</i>
		Heritage	3	Personal family stories and traditions support the understanding of heritage.	Grades PK-2, HIST C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.	
	GEO	Spatial Thinking and Skills	4	Relative location can be described by words such as <i>up, down, over, under, here, there, front, back, behind</i> and <i>in front</i> .	Grades PK-2, GEO A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	<i>Some new content at this grade level</i>
		Human Systems	5	People belong to a number of groups and these groups have unique characteristics. Similarities among people are used to define groups.	Grades PK-2, PS A : Identify practices and products of diverse cultures.	<i>Some new content at this grade level</i>
	GOV	Civic Participation and Skills	6	Everyone has responsibilities within a group.	Grades PK-2, CRR A: Describe the results of cooperation in group settings and demonstrate the necessary skills.	
					Grades PK-2, SSSM D: Identify a problem and work in groups to solve it.	
			7	Relationships in families, schools and communities benefit from cooperative behaviors and problem-solving skills.	Grades PK-2, CRR A: Describe the results of cooperation in group settings and demonstrate the necessary skills.	
		8	Choices have consequences.	Grades PK-2, CRR B: Demonstrate personal accountability, including making choices and taking responsibility for personal actions.		
	Rules and Laws	9	Schools and classrooms have rules and routines that govern daily life. Rules exist in families, schools and communities.	Grades PK-2, GOV C: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	<i>Some new content at this grade level</i>	
	ECON	Scarcity	10	People have wants and must make decisions to satisfy those wants.	Grades PK-2, ECON A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.	<i>Some new content at this grade level</i>
Production and Consumption		11	Resources are used to satisfy wants.	Grades PK-2, ECON A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.	<i>New content at this grade level</i>	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades PK-2**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Kindergarten	HIST	Historical Thinking and Skills	1	Time can be measured.	Grades PK-2, HIST A: Use a calendar to determine the day, week, month and year.	
			2	Personal history can be shared through stories and pictures.	Grades PK-2, HIST B: Place events in correct order on a time line.	<i>Some new content at this grade level</i>
		Heritage	3	Heritage is reflected through the arts, customs, traditions, family celebrations and language.	Grades PK-2, HIST D: Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.	
			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.	Grades PK-2, GOV B: Recognize and explain the importance of symbols and landmarks of the United States.	<i>Some new content at this grade level</i>
	GEO	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.	Grades PK-2, GEO A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	<i>Some new content at this grade level</i>
			6	Models and maps represent places.	Grades PK-2, GEO A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	
		Human Systems	7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	Grades PK-2, GEO C: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	<i>Some new content at this grade level</i>
			8	Individuals are unique but share common characteristics of multiple groups.	Grades PK-2, PS A: Identify practices and products of diverse cultures.	<i>Some new content at this grade level</i>
	GOV	Civic Participation and Skills	9	Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.		<i>New content</i>
		Rules and Laws	10	The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	Grades PK-2, GOV C: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	
	ECON	Scarcity	11	People have many wants and make decisions to satisfy those wants. These decisions impact others.	Grades PK-2, ECON A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.	
		Production and Consumption	12	Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.	Grades PK-2, ECON B: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades PK-2**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade One	HIST	Historical Thinking and skills	1	Time can be divided into categories (e.g., months of the year, past, present and future).	Grades PK-2, HIST A: Use a calendar to determine the day, week, month and year. Grades PK-2, HIST B: Place events in correct order on a time line.	
			2	Photographs, letters, artifacts and books can be used to learn about the past.	Grades PK-2, HIST C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.	
		Heritage	3	The way basic human needs are met has changed over time.	Grades PK-2, HIST C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.	
	GEO	Spatial Thinking and Skills	4	Maps can be used to locate and identify places.	Grades PK-2, GEO A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	
		Places and Regions	5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	Grades PK-2, GEO B: Identify physical and human features of places.	
		Human Systems	6	Families interact with the physical environment differently in different times and places.	Grades PK-2, GEO C: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	<i>Some new content at this grade level</i>
			7	Diverse cultural practices address basic human needs in various ways and may change over time.	Grades PK-2, PS A : Identify practices and products of diverse cultures.	<i>Some new content at this grade level</i>
	GOV	Civic Participation and Skills	8	Individuals are accountable for their actions.	Grades PK-2, CRR B: Demonstrate personal accountability, including making choices and taking responsibility for personal actions.	
			9	Collaboration requires group members to respect the rights and opinions of others.	Grades PK-2, SSSM D: Identify a problem and work in groups to solve it. Grades PK-2, CRR A: Describe the results of cooperation in group settings and demonstrate the necessary skills.	
		Rules and Laws	10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	Grades PK-2, GOV C: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	
	ECON	Scarcity	11	Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.	Grades PK-2, ECON A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.	
		Production and Consumption	12	People produce and consume goods and services in the community.	Grades PK-2, ECON B: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.	
		Markets	13	People trade to obtain goods and services they want.	Grades PK-2, ECON C: Explain the ways that people may obtain goods and services.	
		Financial Literacy	14	Currency is used as a means of economic exchange.	Grades PK-2, ECON C: Explain the ways that people may obtain goods and services.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades PK-2**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Two	HIST	Historical Thinking and Skills	1	Time can be shown graphically on calendars and timelines.	Grades PK-2, HIST A: Use a calendar to determine the day, week, month and year.	
			2	Change over time can be shown with artifacts, maps and photographs.	Grades PK-2, HIST C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.	
		Heritage	3	Science and technology have changed daily life.	Grades PK-2, HIST C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.	
			4	Biographies can show how peoples' actions have shaped the world in which we live.	Grades PK-2, HIST D: Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.	<i>Some new content at this grade level</i>
	GEO	Spatial Thinking and Skills	5	Maps and their symbols can be interpreted to answer questions about location of places.	Grades PK-2, GEO A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	
					Grades PK-2, GEO B: Identify physical and human features of places.	
		Human Systems	6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	Grades PK-2, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	<i>New content at this grade level</i>
					Grades PK-2, GEO C: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	<i>Some new content at this grade level</i>
					Grades PK-2, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	<i>New content at this grade level</i>
	9	Interactions among cultures lead to sharing ways of life.	Grades PK-2, PS B: Identify ways that different cultures within the United States and the world have shaped our national heritage.	<i>Some new content at this grade level</i>		
	GOV	Civic Participation and Skills	10	Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.	Grades PK-2, CRR B: Demonstrate personal accountability, including making choices and taking responsibility for personal actions.	
					Grades PK-2, CRR B: Demonstrate personal accountability, including making choices and taking responsibility for personal actions.	<i>Some new content at this grade level</i>
Rules and Laws		12	There are different rules that govern behavior in different settings.	Grades PK-2, GOV C: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	<i>New content at this grade level</i>	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades PK-2**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Two	ECON	Economic Decision Making and Skills	13	Information displayed on bar graphs can be used to compare quantities.		<i>New content</i>
		Scarcity	14	Resources can be used in various ways.	Grades PK-2, ECON A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.	
		Production and Consumption	15	Most people around the world work in jobs in which they produce specific goods and services.	Grades PK-2, ECON B: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.	
		Markets	16	People use money to buy and sell goods and services.	Grades PK-2, ECON C: Explain ways that people may obtain goods and services.	
		Financial Literacy	17	People earn income by working.		<i>New content</i>

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Three	HIST	Historical Thinking and Skills	1	Events in local history can be shown on timelines organized by years, decades and centuries.	Grades 3-5, HIST A: Construct time lines to demonstrate an understanding of units of time and chronological order.	
			2	Primary sources, such as artifacts, maps and photographs can be used to show change over time.	Grades 3-5, SSSM A: Obtain information from a variety of primary and secondary sources using the component parts of the source.	<i>Some new content at this grade level</i>
		Heritage	3	Local communities change over time.	Grades 3-5, HIST C: Explain how new developments led to the growth of the United States.	<i>Some new content at this grade level</i>
	GEO	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.	Grades 3-5, GEO A: Use map elements or coordinates to locate physical and human features of North America.	
		Places and Regions	5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	Grades 3-5, GEO C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.	<i>Some new content at this grade level</i>
		Human Systems	6	Evidence of human modification of the environment can be observed in the local community.	Grades 3-5, GEO C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.	
			7	Systems of transportation and communication move people, products and ideas from place to place.	Grades 3-5, GEO D: Analyze ways that transportation and communication relate to patterns of settlement and economic activity.	
			8	Communities may include diverse cultural groups.	Grades 3-5, PS A: Compare practices and products of North American cultural groups.	
	GOV	Civic Participation and Skills	9	Members of local communities have social and political responsibilities.	Grades 3-5, CRR A: Explain how citizens take part in civic life in order to promote the common good.	
					Grades 3-5, CRR B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.	
		10	Individuals make the community a better place by solving problems in a way that promotes the common good.	Grades 3-5, CRR A: Explain how citizens take part in civic life in order to promote the common good.		
	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.	Grades 3-5, GOV A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	<i>Some new content at this grade level</i>	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Three	GOV	Roles and Systems of Government	12	Governments have authority to make and enforce laws.	Grades 3-5, GOV A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	
			13	The structure of local governments may differ from one community to another.	Grades 3-5, GOV A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	<i>Some new content at this grade level</i>
	ECON	Economic Decision Making and Skills	14	Line graphs are used to show changes in data over time.	Grades 3-5, SSSM C: Communicate social studies information using graphs and tables.	<i>Some new content at this grade level</i>
			15	Both positive and negative incentives affect people's choices and behaviors.	Grades 3-5, ECON C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	<i>Some new content at this grade level</i>
		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.	Grades 3-5, ECON A: Explain the opportunity costs involved in the allocation of scarce productive resources.	
		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.	Grades 3-5, ECON B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.	
		Markets	18	A market is where buyers and sellers exchange goods and services.	Grades 3-5, ECON C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	
		Financial Literacy	19	Making decisions involves weighing costs and benefits.	Grades 3-5, ECON A: Explain the opportunity costs involved in the allocation of scarce productive resources.	<i>Some new content at this grade level</i>
			20	A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	Grades 11-12, ECON E: Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Adapted content at this grade level</i>

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Four	HIST	Historical Thinking and Skills	1	The order of significant events in Ohio and the United States can be shown on a timeline.	Grades 3-5, HIST A: Construct time lines to demonstrate an understanding of units of time and chronological order.	
			2	Primary and secondary sources can be used to create historical narratives.	Grades 3-5, SSSM A: Obtain information from a variety of primary and secondary sources using the component parts of the source.	<i>Some new content at this grade level</i>
		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.	Grades 3-5, HIST B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.	<i>Some new content at this grade level</i>
			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.	Grades 3-5, HIST B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.	<i>New content at this grade level</i>
			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.	Grades 3-5, HIST C: Explain how new developments led to the growth of the United States.	
			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.		<i>New content</i>
			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.		<i>New content</i>
			8	Many technological innovations that originated in Ohio benefitted the United States.	Grades 3-5, HIST C: Explain how new developments led to the growth of the United States.	
	GEO	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.	Grades 3-5, GEO A: Use map elements or coordinates to locate physical and human features of North America.	<i>Some new content at this grade level</i>

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Four	GEO	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.	Grades 3-5, GEO B: Identify the physical and human characteristics of places and regions in North America.	<i>Some new content at this grade level</i>
			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.		<i>New content</i>
		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.	Grades 3-5, GEO C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.	<i>Some new content at this grade level</i>
			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.		<i>New content</i>
			14	Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.	Grades 3-5, GEO B: Identify the physical and human characteristics of places and regions in North America.	
		GOV	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.	Grades 3-5, CRR A: Explain how citizens take part in civic life in order to promote the common good. Grades 3-5, CRR B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.
	16			Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	Grades 3-5, SSSM A: Obtain information from a variety of primary and secondary sources using the component parts of the source.	<i>Some new content at this grade level</i>
	17			Effective participants in a democratic society engage in compromise.	Grades 3-5, CRR A: Explain how citizens take part in civic life in order to promote the common good.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes	
Grade Four	GOV	Rules and Laws	18	Laws can protect rights, provide benefits and assign responsibilities.	Grades 3-5, GOV A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. Grades 3-5, CRR B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.	<i>Some new content at this grade level</i>	
			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.	Grades 3-5, GOV B: Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. Grades 3-5, CRR B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.	<i>Some new content at this grade level</i>	
		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.	Grades 3-5, GOV B: Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.		
			21	The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	Grades 3-5, GOV A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	<i>Some new content at this grade level</i>	
		ECON	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).	Grades 3-5, SSSM C: Communicate social studies information using graphs and tables.	<i>Some new content at this grade level</i>
			Production and Consumption	23	Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	Grades 3-5, ECON B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.	
	Financial Literacy		24	Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.	Grades 11-12, ECON E: Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Adapted content at this grade level</i>	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Five	HIST	Historical Thinking and Skills	1	Multiple-tier timelines can be used to show relationships among events and places.	Grades 3-5, 6-8 HIST A: Interpret relationships between events shown on multiple-tier time lines.	<i>New content at this grade level</i>
		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.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.	<i>New content at this grade level</i>
		Heritage	3	European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.	Grades 3-5, HIST B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.	<i>Some new content at this grade level</i>
	GEO	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.		<i>New content</i>
			5	Latitude and longitude can be used to make observations about location and generalizations about climate.	Grades 3-5, GEO A: Use map elements or coordinates to locate physical and human features of North America. Grades 6-8, GEO A: Identify on a map the location of major physical and human features of each continent.	<i>Some new content at this grade level</i>
		Places and Regions	6	Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	Grades 3-5, GEO A: Use map elements or coordinates to locate physical and human features of North America.	
					Grades 6-8, GEO B: Define and identify regions using human and physical characteristics.	<i>Some new content at this grade level</i>
		Human Systems	7	Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.	Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	<i>New content at this grade level</i>
			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.	Grades 3-5, HIST B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.	<i>New content at this grade level and inclusion of South America</i>
					Grades 3-5, PS A: Compare practices and products of North American cultural groups.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 3-5**

Grade	Strand	Topic	#	Content Statement	2002 Benchmark	Notes
Grade Five	GEO	Human Systems	9	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.	Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	<i>New content at this grade level</i>
			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.	Grades 3-5, PS A: Compare practices and products of North American cultural groups.	<i>Some new content at this grade level</i>
	GOV	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.	Grades 3-5, SSSM A: Obtain information from a variety of primary and secondary sources using the component parts of the source.	
					Grades 3-5, SSSM C: Communicate social studies information using graphs and tables.	
		Roles and Systems of Government	12	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	Grades 6-8, GOV C: Compare the defining characteristics of democracies, monarchies and dictatorships.	<i>Some new content at this grade level</i>
	ECON	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.	Grades 6-8, SSSM B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	<i>New content at this grade level</i>
			14	The choices people make have both present and future consequences.	Grades 3-5, ECON A: Explain the opportunity costs involved in the allocation of scarce productive resources.	<i>Some new content at this grade level</i>
		Scarcity	15	The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	Grades 3-5, ECON B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.	
		Production and Consumption	16	The availability of productive resources and the division of labor impact productive capacity.	Grades 3-5, ECON B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.	<i>Some new content at this grade level</i>
		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.	Grades 3-5, ECON C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	
		Financial Literacy	18	Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.		<i>New content</i>

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Six	HIST	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.	Grades 6-8, HIST A: Interpret relationships between events shown on multiple-tier time lines.	
		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.	Grades 6-8, HIST B: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.	<i>Some new content at this grade level</i>
	GEO	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.	Grades 6-8, GEO B: Define and identify regions using human and physical characteristics. Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	<i>Some new content at this grade level</i>
			4	Latitude and longitude can be used to identify absolute location.	Grades 6-8, GEO A: Identify on a map the location of major physical and human features of each continent.	<i>Some new content at this grade level</i>
	GEO	Places and Regions	5	Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	Grades 6-8, GEO B: Define and identify regions using human and physical characteristics.	
		Human Systems	6	Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	
			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.	Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	
			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).	Grades 6-8, PS A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Six	GOV	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.	Grades 6-8, SSSM A: Analyze different perspectives on a topic obtained from a variety of sources.	<i>Some new content at this grade level</i>
		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.	Grades 6-8, CRR A: Show the relationship between civic participation and attainment of civic and public goals. Grades 6-8, GOV C: Compare the defining characteristics of democracies, monarchies and dictatorships.	<i>Some new content at this grade level</i>
	ECON	Economic Decision Making and Skills	11	Economists compare data sets to draw conclusions about relationships among them.	Grades 11-12, SSSM B: Critique data and information to determine the adequacy of support for conclusions.	<i>Adapted content at this grade level</i>
			12	The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	Grades 11-12, ECON A: Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.	<i>Adapted content at this grade level</i>
		Scarcity	13	The fundamental questions of economics include what to produce, how to produce and for whom to produce.	Grades 3-5, ECON A: Explain the opportunity costs involved in the allocation of scarce productive resources.	<i>Adapted content at this grade level</i>
			14	When regions and/or countries specialize, global trade occurs.	Grades 6-8, ECON B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	
		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.	Grades 3-5, ECON C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	
					Grades 6-8, ECON B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	
	Financial Literacy	16	When selecting items to buy, individuals can compare the price and quality of available goods and services.		<i>New content</i>	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes				
Grade Seven	HIST	Historical Thinking and Skills	1	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.	Grades 6-8, SSSM A: Analyze different perspectives on a topic obtained from a variety of sources.	<i>Some new content at this grade level</i>				
		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.	Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.					
					Grades 6-8, HIST B: Describe the political and social characteristics of early civilizations and their enduring impact of later civilizations.					
		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.	Grades 6-8, HIST C: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.					
					4		Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.	Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.		
								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.	Grades 6-8, HIST C: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
										6
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.									

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Seven	HIST	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.	Grades 6-8, HIST D: Describe the effects of interactions among civilization during the 14th through the 18th centuries.	Some new content at this grade level
					Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	
					Grades 6-8, ECON B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	
			9	The advent of trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.
	10	European economic and cultural influence dramatically increased through explorations, conquests and colonization.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.	Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.		
			Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.			
	11	The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.			
	GEO	Spatial Thinking and Skills	12	Maps and other geographic representations can be used to trace the development of human settlement over time.	Grades 6-8, GEO A: Identify on a map the location of major physical and human features of each continent.	Some new content at this grade level
					Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	
		Human Systems	13	Geographic factors promote or impede the movement of people, products and ideas.	Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement of geographic patterns.	
14	Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.		Grades 6-8, PS A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	Some new content at this grade level		

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Seven	GEO	Human Systems	15	Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	Grades 6-8, PS C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	
					Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	
	GOV	Civic Participation and Skills	16	The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	Grades 6-8, SSSM A: analyze different perspectives on a topic obtained from a variety of sources.	<i>Some new content at this grade level</i>
					Grades 6-8, SSSM C: Present a position and support it with evidence and citation of sources.	
		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.	Grades 6-8, GOV C: Compare the defining characteristics of democracies, monarchies and dictatorships.	<i>Some new content at this grade level</i>
					18	With the decline of feudalism, consolidation of power resulted in the emergence of nation states.
	ECON	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.	Grades 6-8, ECON A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.	<i>Some new content at this grade level</i>
		Scarcity	20	The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	Grades 6-8, ECON A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.	
		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.	Grades 6-8, ECON A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.	<i>Some new content at this grade level</i>
	Grades 6-8, ECON B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.					

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Eight	HIST	Historical Thinking and Skills	1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	Grades 6-8, SSSM A: Analyze different perspectives on a topic obtained from a variety of sources. Grades 6-8, SSSM C: Present a position and support it with evidence and citation of sources.	
			Colonization to Independence	2	North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries. Grades 6-8, PS B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
		3		Competition for control of territory and resources in North America led to conflicts among colonizing powers.		<i>New content at this grade level</i>
		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.	Grades 6-8, HIST D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries. Grades 6-8, PS B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	<i>Some new content at this grade level</i>
		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.	Grades 6-8, HIST E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. Grades 6-8, GOV A: Explain why people institute governments, how they influence governments, and how governments interact with each other.	<i>Some new content at this grade level</i>	
		A New Nation	6	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	Grades 6-8, HIST E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.	
			7	Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	Grades 6-8, HIST F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the reactions that resulted in the adoption of the U.S. Constitution. Grades 6-8, ECON C: Identify connections between government policies and the economy.	
					Grades 6-8, GOV B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes	
Grade Eight	HIS	A New Nation	8	Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	Grades 6-8, HIST F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the reactions that resulted in the adoption of the U.S. Constitution.	<i>Some new content at this grade level</i>	
		Expansion	9	The United States added to its territory through treaties and purchases.	Grades 6-8, HIST G: Analyze the causes and consequences of the American Civil War. Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	<i>Some new content at this grade level</i>	
			10	Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	Grades 6-8, HIST G: Analyze the causes and consequences of the American Civil War. Grades 6-8, PS B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	<i>Some new content at this grade level</i>	
			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.	Grades 6-8, HIST G: Analyze the causes and consequences of the American Civil War. Grades 6-8, PS B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.		
		Civil War and Reconstruction	12	The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	Grades 6-8, HIST G: Analyze the causes and consequences of the American Civil War.		
			GEO	Spatial Thinking and Skills	13	Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment. Grades 9-10, GEO A: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes	
Grade Eight	GEO	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.	Grades 6-8, GEO C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.		
					Grades 6-8, ECON A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.		
			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.	Grades 3-5, HIST C: Explain how new developments led to the growth of the United States.		Some new content at this grade level
					Grades 6-8, GEO D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.		
			16	Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	Grades 6-8, PS B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.		
	17	Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.	Grades 6-8, PS C: Explain how the contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.				
	GOV	Civic Participation and Skills		18	Participation in social and civic groups can lead to the attainment of individual and public goals.	Grades 6-8, CRR A: Show the relationship between civic participation and attainment of civic and public goals.	
				19	Informed citizens understand how media and communication technology influence public opinion.		New content at this grade level
		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.	Grades 6-8, GOV B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	
				21	The U.S. Constitution protects citizens' rights by limiting the powers of government.	Grades 6-8, GOV B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	

**2010 Social Studies Standards Crosswalk with 2002 Standards
Grades 6-8**

Grade	Strand	Topic		Content Statement	2002 Benchmark	Notes
Grade Eight	ECON	Economic Decision Making and Skills	22	Choices made by individuals, businesses and governments have both present and future consequences.	Grades 6-8, ECON C: Identify connections between government policies and the economy.	<i>Some new content at this grade level</i>
		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.		<i>New content at this grade level</i>
		Markets	24	Governments can impact markets by means of spending, regulations, taxes and trade barriers.	Grades 6-8, ECON B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	<i>Some new content at this grade level</i>
					Grades 9-10, ECON B: Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	
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.	Grades 11-12, ECON E: Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Adapted content at this grade level</i>		