

**Mathematics Standards:**  
**Domain: Geometry**

**Grades K-2**

Kindergarten	Grade 1	Grade 2
<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <ol style="list-style-type: none"> <li>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> <li>Correctly name shapes regardless of their orientations or overall size.</li> <li>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> </ol> <p><b>Analyze, compare, create, and compose shapes.</b></p> <ol style="list-style-type: none"> <li>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</li> <li>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</li> </ol>	<p><b>Reason with shapes and their attributes.</b></p> <ol style="list-style-type: none"> <li>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> <li>Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as <i>two of</i>, or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ol>	<p><b>Reason with shapes and their attributes.</b></p> <ol style="list-style-type: none"> <li>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ol>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>These Standards define what students should understand and be able to do in their study of mathematics. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.</li> <li>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</li> </ul>		

# Mathematics Standards: Domain: Geometry Extended Standards

Grades K – 2

## Essence of Standard

### Identify shapes

A rectangle can be partitioned into same-size squares

A whole can be partitioned into sets of equal parts

Most Complex ←

→ Least Complex

K-1 Identify and describe the shape. K-2 Analyze, compare, and describe two-dimensional shapes. K-3 and 2-1 Reason with shapes and their attributes.

<ul style="list-style-type: none"> <li>Define two-dimensional shapes as being flat and three-dimensional shapes as being solid.</li> <li>Identify two-dimensional shapes and three-dimensional shapes.</li> <li>Find and name shapes (<i>squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres</i>).</li> <li>Describe a shape by telling things like the number of sides, number of vertices (corner), and other special qualities.</li> <li>Compare two-dimensional shapes and describe their similarities and differences.</li> <li>Compare three-dimensional shapes and describe their similarities and differences.</li> <li>Describe the relative positions of objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</li> <li>Cover a rectangle with smaller same-size square pieces and count the number of rows and the number of columns and the total number of pieces.</li> <li>Create/Build a circle and rectangle with two, three or four equal parts that represent a whole, as two halves, three thirds, four fourths.</li> <li>Describe the equal shares of a whole as halves, thirds or fourths.</li> </ul>	<ul style="list-style-type: none"> <li>Define two-dimensional shapes as being flat and three-dimensional shapes as being solid.</li> <li>Identify two-dimensional shapes and three-dimensional shapes.</li> <li>Describe a solid shape by telling the number of sides and vertices (corners).</li> <li>Compare two-dimensional shapes and describe their similarities.</li> <li>Compare three-dimensional shapes and describe their similarities.</li> <li>Sort shapes by type.</li> <li>Describe the relative positions of objects using terms <i>next to, beside above and below</i>.</li> <li>Cover a rectangle with smaller same-size square pieces and count the number of pieces.</li> <li>Create/Build a circle and rectangle with two or more different sets of equal parts that represent a whole, as two halves, four fourths.</li> </ul> <p>Note: The first two bullets are the same because it is foundational information at the Kindergarten level. In level two, the focus then becomes on similarities only, not similarities and differences as in the most complex.</p>	<ul style="list-style-type: none"> <li>Identify two-dimensional shapes.</li> <li>Identify three-dimensional shapes.</li> <li>Match two-dimensional and 3-dimensional shapes (<i>circle to circle, triangle to triangle, cube to cube, etc.</i>).</li> <li>Identify relative positions of objects using terms <i>next to, beside</i></li> <li>Cover a rectangle with two square.</li> <li>Create/Build a circle and rectangle with two equal parts that represent a whole, as two halves,</li> </ul>
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# Reading Standards for Informational Text

# Grades 3 – 5

Grade 3	Grade 4	Grade 5
<p><b>Key Ideas and Details</b></p> <p>Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.</p> <ol style="list-style-type: none"> <li>Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ol>	<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>Distinguish their own point of view from that of the author of a text.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> </ol>	<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ol>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>	<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> </ol>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></li> <li><i>The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i></li> </ul>		

# Reading Standards for Informational Text Extended Standards

Grades 3

**Essence of the Standards:**

- Use key details and ideas to understand text
- Use key words and structures of text to support understanding
- Acquire information from multiple sources
- Demonstrate understanding of informational text while actively engaged in reading

Most Complex ←

→ Least Complex

**Key Ideas and Details**

- Answer inferential questions and locate details from text to support the answer.
- Summarize text including a description of the main idea.
- Explain connections between events, ideas, individuals, or steps in procedures in historical, scientific or technical-based text.

**Craft and Structure**

- Describe the meaning of words and phrases as they are used in grade level/age appropriate subject text.
- Compare the text structure of in two different texts (e.g. recipes, schedules, experiments).
- Compare personal point of view with that of the author.

**Integration of Knowledge and Ideas**

- Use two sets of informational print or digital sources to locate an answer to a question.
- Explain how the author makes connections between key points in a text (e.g. comparison, cause/effect, sequence).
- Integrate information about a topic from two sources to report/write about the subject.

**Range of Reading and Level of Text Complexity**

- Independently read grade level/age appropriate informational materials, including history/social studies and technical texts, which are adapted to the students' reading level.

**Key Ideas and Details**

- Answer a literal question and locate details from text to support the answer.
- Retell a text including main idea and key details.
- Describe connections between two events, ideas, individuals, or steps in procedures in historical, scientific or technical-based text.

**Craft and Structure**

- Identify the meaning of words or phrases as they are used in grade level/age appropriate subject text.
- Use text features (e.g key words, chapter, heading, bold print) or search tools to locate information in a text.
- Identify whether a text is a firsthand or secondhand account.

**Integration of Knowledge and Ideas**

- Identify illustrations (e.g. maps, charts, photographs) that contribute to meaning within the text.
- Identify important/irrelevant information in a text.
- Locate two texts on the same topic and gather key details from both texts.

**Range of Reading and Level of Text Complexity**

- Read supported and shared grade level/age appropriate informational materials, including history/social studies and technical texts, which are adapted to the students' reading level.

**Key Ideas and Details**

- Answer literal questions using information from text.
- Identify the main idea of a text.
- Identify a series of steps or events in historical, scientific or technical-based text.

**Craft and Structure**

- Match pictures to words or phrases based on how they are used in in grade level/age appropriate subject text.
- Locate key text features (e.g key words, chapter, heading, bold print) in a text.
- Identify the type of informational text (e.g. biography, technical manual, schedule).

**Integration of Knowledge and Ideas**

- Identify an illustration (e.g. maps, charts, photographs) that answers a question about a text.
- Identify key points in a text.
- Identify two informational texts on the same topic.

**Range of Reading and Level of Text Complexity**

- Actively participate in supported grade level/age appropriate informational materials, including history/social studies and technical texts, which are adapted to the students' ability level.

**Physical Science (PS)  
Ohio Revised Science Standards**

**Grades 3 - 5**

Grade 3	Grade 4	Grade 5
<p><b>Topic: Matter and Forms of Energy</b></p> <ul style="list-style-type: none"> <li>All objects and substances in the natural world are composed of matter.</li> <li>Matter exists in different states, each of which has different properties.</li> <li>Heat, electrical energy, light, sound and magnetic energy are forms of energy.</li> </ul>	<p><b>Topic: Electricity, Heat and Matter</b></p> <ul style="list-style-type: none"> <li>The total amount of matter is conserved when it undergoes a change.</li> <li>Energy can be transformed from one form to another or can be transferred from one location to another.</li> </ul>	<p><b>Topic: Light, Sound and Motion</b></p> <ul style="list-style-type: none"> <li>The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.</li> <li>Light and sound are forms of energy that behave in predictable ways.</li> </ul>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure science content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</li> <li>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</li> </ul>		

**Physical Science (PS)  
Ohio Extended Standards**

**Grades 3 - 5**

**Essence of the Standards:**

- All objects are made of matter
- There are different states of matter
- The amount of matter stays constant
- There are many forms of energy
- Energy can be transformed or transferred
- Sound and light are forms of energy that behave in predictable ways
- Forces change the movement of an object

Most Complex

Least Complex

**(3) Matter and Its Properties**

- Use tools to measure and document or record properties of matter (e.g., weight of solids or volume of liquids).
- Make something (e.g., fan, nail, motor) move using magnetic or electrical energy.

- Experience and identify properties of solids, liquids and gases.
- Classify matter into three states (solid, liquid, gas).
- Identify one or more uses of energy in our daily lives.

- Interact with one or more states of matter (solid, liquid, gas) for a purpose.
- Demonstrate the use of a form of energy (e.g., heat, light, sound, electrical, magnetic).

**(4) Electricity, Heat and Matter**

- Explain why the amount of liquid decreases when a container is left open over a period of time.
- Measure and record the temperature of an object as heat is added to or removed from the object.
- Design a circuit (e.g., pictures, manipulatives, diagram).

- Investigate the weight of an object before and after a property of the object has been changed.
- Experience and list different ways objects can be heated.
- Add an element to an existing circuit (e.g., switch, battery, speaker, fan, motor, light bulb).

- Use a tool to measure the weight of an object.
- Name an object that gives off heat.
- Complete a simple circuit (e.g., closing a switch or connecting a wire).

**(5) Light, Sound and Motion**

- Relate the distance and time an object travels to the speed of the object.
- Record and compare the time it takes two or more objects to travel the same distance at different speeds.
- Use sound and/or light affect something in the environment.
- Experiment with objects/tools/instruments that make sound to identify properties that affect the pitch of sound produced.
- Experiment with objects/tools/instruments that make sound to order them according to the pitch produced.
- Illustrate and describe refraction (bending of light).

- Demonstrate and discuss ways the speed of an object can be changed.
- Interact with sound and light in ways that identify them as types of energy.
- Use a tool or object to create a reflection.
- Match objects/tools/instruments to examples of sounds of various pitch.

- Change the speed of an object.
- Identify the source of a specific sound or light experienced by the student.
- Use a variety of objects/tools/instruments to produce sounds of different pitch.
- Look at one's reflection for a purpose.

**Physical Science (PS)  
Ohio Revised Science Standards**

**Grades 6 - 8**

Grade 6	Grade 7	Grade 8
<p><b>Topic: Matter and Motion</b></p> <ul style="list-style-type: none"> <li>All matter is made up of small particles called atoms.</li> <li>Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion.</li> <li>There are two categories of energy: kinetic and potential.</li> <li>An object's motion can be described by its speed and the direction in which it is moving.</li> </ul>	<p><b>Topic: Conservation of Mass and Energy</b></p> <ul style="list-style-type: none"> <li>The properties of matter are determined by the arrangement of atoms.</li> <li>Energy can be transformed or transferred but is never lost.</li> <li>Energy can be transferred through a variety of ways.</li> </ul>	<p><b>Topic: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>Forces between objects act when the objects are in direct contact or when they are touching.</li> <li>Forces have magnitude and direction.</li> <li>There are different types of potential energy.</li> </ul>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure science content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></li> <li><i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i></li> </ul>		

# History Ohio Social Studies Standards

Grades 6 - 8

Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	Grade 8 Theme: U.S. Studies from 1492 – 1877: Exploration Through Reconstruction
<p><b>Historical Thinking and Skills</b></p> <ul style="list-style-type: none"> <li>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</li> </ul> <p><b>Early Civilizations</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Historical Thinking and Skills</b></p> <ul style="list-style-type: none"> <li>Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</li> </ul> <p><b>Early Civilizations</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Feudalism and Transitions</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</li> <li>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.</li> <li>The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.</li> <li>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.</li> </ul> <p><b>First Global Age</b></p> <ul style="list-style-type: none"> <li>Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</li> <li>The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</li> <li>European economic and cultural influence dramatically increased through explorations, conquests and colonization.</li> <li>The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</li> </ul>	<p><b>Historical Thinking and Skills</b></p> <ul style="list-style-type: none"> <li>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</li> </ul> <p><b>Colonization to Independence</b></p> <ul style="list-style-type: none"> <li>North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</li> <li>Competition for control of territory and resources in North America led to conflicts among colonizing powers.</li> <li>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.</li> <li>The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</li> </ul> <p><b>A New Nation</b></p> <ul style="list-style-type: none"> <li>The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</li> <li>Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</li> <li>Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</li> </ul> <p><b>Expansion</b></p> <ul style="list-style-type: none"> <li>The United States added to its territory through treaties and purchases.</li> <li>Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</li> </ul> <p><b>Civil War and Reconstruction</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</li> </ul>
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></li> <li>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</li> </ul>		

# History

## Extended Standards

Grades 6 - 8

**Essence of the Standards:**

**EARLY CIVILIZATIONS (Gr 6)**

- Ideas (government, economics, social structures, etc.) and practices (culture, art, architecture, etc.) have shaped civilization today
- Development of civilizations was influenced by geography (location, on water for trade, etc.)
- Today's cultures were influenced by these past cultures

**FEUDALISM AND TRANSITIONS (Gr 7)**

- Radical new ideas can lead to major cultural changes

**FIRST GLOBAL AGE (Gr 7)**

- As cultures and civilizations expand, they change and change those they come in contact with.
- These changes that happened in the past still affect us today.

**COLONIZATION TO INDEPENDENCE (Gr 8)**

- Dissatisfaction with the way things (economic, religious, government, etc.) are can lead to change.

**A NEW NATION (Gr 8)**

- When changes occur, dissatisfaction with the change can lead to more changes (political, social, economic relationships, power and control)
- Sometimes dissatisfied groups can unite for a common cause (attack by a foreign invasion)

**EXPANSION (Gr 8)**

- When people want or need more than they have (land and resources), it leads to expansion (to acquire land and resources for their own use)

**CIVIL WAR AND RECONSTRUCTION (Gr 8)**

- When disputes occur, there are always two or more sides that believe they are right.
- When the disputes end, there are no clear "winners." Nobody gets everything they want.
- Dissatisfaction over the results leads to more change.
- These results and changes have both positive and negative effects.

Most Complex

Least Complex

**Historical Thinking and Skills**

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| <ul style="list-style-type: none"> <li>• Use various sources to describe a historical event or period from different perspectives. (see ELA Research)</li> </ul> | <ul style="list-style-type: none"> <li>• Sequence a series of events in history over an extended time period.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a historical event/activity occurring before or after another given activity/event.</li> </ul> |
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**Early Civilizations**

(Content Connections: reference grade 6 & 7 standards for content detail)

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| <ul style="list-style-type: none"> <li>• Compare the key physical and human features of societies of the past with society today.<br/><i>Content Connection Examples: Egypt, India, China, Mesopotamia (6), Greece and Rome (7)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Identify key physical and human features of societies (e.g., houses, rivers, mountains, roads, buildings)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the physical and human features of the local community.</li> </ul> |
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**Feudalism and Transitions**

(Content Connections: reference grade 7 standards for content detail)

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| <ul style="list-style-type: none"> <li>• Explain how changes in the home, school, community, or country can have positive or negative consequences.<br/><i>Content Connection Examples: historic achievements in medicine, science, mathematics and geography (7)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Identify why or how things change in the home, school, or community.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a recent change in the home, school, or community.</li> </ul> |
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**First Global Age**

(Content Connections: reference grade 7 standards for content detail)

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| <ul style="list-style-type: none"> <li>• Identify and explain a reason you want or need to go to a place you have never been.<br/><i>Content Connection Examples: ancient trade routes, Marco Polo, and the Columbian Exchange (7)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Identify places you have never been or would like to go.</li> </ul> | <ul style="list-style-type: none"> <li>• Locate familiar places you go to for a specific purpose.</li> </ul> |
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**Colonization to Independence**

(Content Connections: reference grade 8 standards for content detail)

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| <ul style="list-style-type: none"> <li>• Explain the results of making a change.<br/><i>Content Connection Examples: colonizing North America, slave trade, Enlightenment, and causes of the American Revolution (8)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Identify how you would change something.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify something you would like to change.</li> </ul> |
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**A New Nation**

(reference grade 8 standards for content detail)

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| <ul style="list-style-type: none"> <li>• Explain or demonstrate what you can do to change something that makes you or others dissatisfied. (e.g., <i>What did the colonists do to change what made them dissatisfied?</i>)<br/><i>Content Connection Examples: Outcomes of American Revolutionary War, establishing a federal government (8)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Explain or demonstrate why something makes you or others dissatisfied. (e.g., <i>Why were the colonists dissatisfied?</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify something that makes you or others dissatisfied. (e.g., <i>What made the colonists dissatisfied?</i>)</li> </ul> |
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Expansion

(reference grade 8 standards on content detail)

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| <ul style="list-style-type: none"><li>Identify and explain why a country expands.<br/><i>Content Connection Examples: Westward expansion, Indian relations, relations with Mexico (8)</i></li></ul> | <ul style="list-style-type: none"><li>Identify and explain why a community expands.</li></ul> | <ul style="list-style-type: none"><li>Identify something that expands.</li></ul> |
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Civil War and Reconstruction

(reference grade 8 standards on content detail)

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| <ul style="list-style-type: none"><li>Explain how resolution of conflicts may have positive or negative consequences that affect others or groups.</li><li>Demonstrate appropriate ways to solve disagreements.<br/><i>Content Connection Examples: Causes of the Civil War, results of the Civil War (8)</i></li></ul> | <ul style="list-style-type: none"><li>Distinguish between examples of agreement and disagreement.</li><li>Explain what a compromise is.</li></ul> | <ul style="list-style-type: none"><li>Identify the result of the agreement or disagreement.</li><li>Identify individual examples of agreement or disagreement.</li></ul> |
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