Clear Learning Targets

2019-2020

Aligned with Ohio’s Learning Standards for Social Studies (2018)

Office of Teaching and Learning – Curriculum Division
| HI.1 | **Ultimate Learning Target**  
Type: Knowledge | **Essential Understanding** | **Extended Understanding** | **Academic Vocabulary/Language**  
Tier 2 | **Tier 3** |
|---|---|---|---|---|
| Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values. | Contextualizing past events and issues | Avoiding presentism in evaluation of the past | Describe  
Perspectives  
Norms and Values | Historian  
Archaeologist  
Primary Sources  
Historical Narrative |

**Broad Learning Target:**
- The student can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.

**Underpinning Knowledge Learning Targets:**
- The student can accurately describe historical events and issues from past historical periods.
- The student can describe the perspectives of people living in past historical periods and places.
- The student can discuss today's norms and values on historical events and issues.
- The student can explain why multiple sources and perspectives are needed to build a historical narrative.
- The student can explain how history is interpreted.

**Underpinning Skills Learning Targets:**
- The student can compare the perspectives of people living in the past to today's norms and values.
- The student can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time.

**Underpinning Reasoning Learning Targets:**
- The student can evaluate a historian or archaeologist's interpretation of an event or issue.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.

- Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time.

- As students examine a historian or archaeologist’s interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

- Examine a variety of primary sources such historical accounts, paintings, maps, diaries and personal accounts to describe a historical event or period. Students create a written record (e.g., diary, news article, drawing, mural) on a historic event (e.g., opening of the Roman Coliseum) as if the student was alive during the time period.

- Students create advertisements on historic events, inventions and people (e.g., Islamic medicine, Roman architecture, Greek or Roman gods and goddesses [Apollo, Aphrodite, Poseidon], democracy [voting], Olympics, trade with Africa) from the perspective of people living at that time.

- **Career Connection:** Students will research the careers and roles involved in the preservation of the past (e.g., museum technicians, archivist, curator, preservationist, historian, and archaeologist). Through their research, students will explore how archaeological sites are excavated and studied, and how paintings and maps are preserved and studied.

- *Motel of the Mysteries* by David Macaulay - This book can be used as a discussion starter or as an introduction to an activity in which students create their own version of the book using artifacts found in their school.

### Sample Question Stems and Performance Tasks

- Imagine you are an eyewitness to the following historical event: _____________________. Write a newspaper article giving an accurate account of the event. Remember that you are writing from the perspective of someone living at the time of the event.

- Reading the two sources below. Which interpretation describes the issue from the perspective of people living at the time?

- Why is important to use multiple primary sources and perspectives when creating a historical narrative?

- Use the documents and artifacts provided below to create a historical narrative about the event addressed in the documents.

<table>
<thead>
<tr>
<th>4.HI.2 (Prior Grade Standard)</th>
<th>8.HI.1 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and secondary sources can be used to create historical narratives.</td>
<td>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</td>
</tr>
</tbody>
</table>
Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

**Essential Understanding**
- Enduring impact of Ancient Greece and Ancient Rome

**Extended Understanding**
- Evidence of Greek and Roman influence in the world today

**Academic Vocabulary/Language**

**Tier 2**
- Cite
- Enduring Impact

**Tier 3**
- Civilizations
- Engineering and Technology
- Art and Architecture
- Literature and History
- Law and Government

**Broad Learning Target:**
- The student can cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

**Underpinning Knowledge Learning Targets:**
- The student can cite examples of engineering and technology developments in Ancient Greece.
- The student can cite examples of art and architecture developments in Ancient Greece.
- The student can cite examples of literature and history in Ancient Greece.
- The student can cite examples of engineering and technology developments in Ancient Rome.
- The student can cite examples of art and architecture developments in Ancient Rome.
- The student can cite examples of law and government developments in Ancient Rome.
- The student can explain how engineering and technology in Ancient Greece influenced later civilizations.
- The student can explain how art and architecture in Ancient Greece influenced later civilizations.
- The student can explain how literature and history in Ancient Greece influenced later civilizations.
- The student can explain how engineering and technology in Ancient Rome influenced later civilizations.
- The student can explain how law and government in Ancient Rome influenced later civilizations.
- The student can explain how Ancient Rome contributed to the spread of Christianity.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17.

- The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.

- The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.

- The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.

- Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today’s society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc.

- Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

- The Roman Empire: In the First Century - [http://www.pbs.org/empires/romans/educators/lesson7.html](http://www.pbs.org/empires/romans/educators/lesson7.html) - This is Lesson VII in the PBS series that focus on the great achievements of Rome in technology and medicine. This site has lessons, activities and resources that can be adapted to this content statement.

- **Career Connection:** Students will research careers in engineering and technology, art and architecture, literature and history, or law and government. Students will explain the work in these careers today was influenced by developments in Ancient Greece and Rome. (CCS)
Sample Question Stems and Performance Tasks

− Which is an example of the enduring impact of Ancient Greece on later civilizations?

− Which is an example of the enduring impact of Ancient Rome on later civilizations?

− Decide whether each achievement below reflects the influence of Ancient Greece or Ancient Rome. Sort the boxes into the categories on the chart.

− Describe two examples of how Ancient Greece influenced later civilizations in the area of literature and history.

− Create a Venn diagram comparing government in the United States today to the government of Ancient Greece.

− Explain two ways in which the influence of Ancient Rome can be seen in the United States government and laws today.

− Research a key invention or development from of Ancient Greece or Ancient Rome. Explain how this innovation has influenced later civilizations and how it has been improved upon since the time of Ancient Greece or Ancient Rome.

− What engineering development in the Roman Empire aided the spread of Christianity?

− Assume the role of museum curator and create a museum exhibit (virtual or physical) illustrating the enduring impact of Ancient Greece and Rome on modern civilizations. The display should include visuals (with written narratives) of modern places and objects that reflect the influence of Greece and Rome on governance and law, engineering and technology, art and architecture, literature and history, and religion. The exhibit should make an argument about the legacy of Greece and Rome and support with it evidence and reasoning.

(Prior Grade Standard)
N/A

8.GO.21 (Future Grade Standard)
The U.S. Constitution protects citizens’ rights by limiting the powers of government.
<table>
<thead>
<tr>
<th>HI.3</th>
<th>Describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>The causes of the fall of the Roman Empire and the origins of feudalism</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Evaluate the impact of the fall of the Roman Empire and transition to feudalism.</td>
</tr>
<tr>
<td><strong>Academic Vocabulary/Language</strong></td>
<td>Tier 2: Describe</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>Germanic, Feudal System, Manorial, Vassals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ultimate LearningTarget</strong></th>
<th><strong>Type:</strong> Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad Learning Target:</strong></td>
<td>The student can describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.</td>
</tr>
<tr>
<td><strong>Underpinning Knowledge Learning Targets:</strong></td>
<td>The student can describe the internal factors that led to the collapse of the Roman Empire. The student can describe the external factors that led to the collapse of the Roman Empire.</td>
</tr>
<tr>
<td><strong>Underpinning Reasoning Learning Targets:</strong></td>
<td>The student can analyze the relationship between the collapse of the Roman Empire and the development of feudalism.</td>
</tr>
</tbody>
</table>
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− Rome weakened for many reasons, including but not limited to, the split between Western and Eastern Roman Empires, government corruption, civil war, lack of conquest, weakening military, shifting power from West to East, moral decline, and inflation. The decline of the Roman Empire in the West was hastened by Germanic invasions.

− The lack of central government in the West led to the development of feudal and manorial systems. Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.

− The manorial system was related to feudalism. It was an economic relationship between the peasants and lords. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries. While the Western Empire fell, the Eastern Roman Empire became known as the Byzantine Empire and lasted until the mid-15th Century.

− Use graphic organizers such as multi-tier timelines and flowcharts to help students sequence the order of events connecting the Germanic (Barbarian) invasions with the shift of the Roman capital to Byzantium. Students can describe how this set the stage for feudalism and the manorial system. (In the void that was created, new systems of government and economics emerged.)

− Create a feudal-manor recreation role play. Using a variety of social classes, assign students to be members of a particular social class. Provide students with a problem to solve within feudal manor life.

Sample Question Stems and Performance Tasks

− Which statement explains the relationship between the Germanic invasions and the development to feudalism?
− Explain four reasons for the fall of the Roman Empire.
− Create a graphic organizer to illustrate the power structure in feudalism.
− Explain the economics of the manorial system. How was it related to feudalism?
− Create a multi-tier timeline connecting the Germanic invasions, movement of the Roman capital to Byzantium, Mongol invasions, and Ottoman Turk invasion of Byzantine Empire.

(Prior Grade Standard) N/A

(Future Grade Standard) N/A
<table>
<thead>
<tr>
<th>HI.4</th>
<th>Explain how the Mongol conquests led to unified states in China and Korea.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Impact of unification of China and Korea under Mongol rule vs. persistence of feudalism in Japan</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Explain</td>
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<td></td>
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<td>- Influence</td>
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<td></td>
<td></td>
<td>Extended Understanding</td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Long term impact of persistence of feudalism in Japan</td>
<td>- Mongol</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Feudal System</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Insular and Isolated</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- 13th and 14th Centuries</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Knowledge**

- The student can explain how the Mongol conquests led to unified states in China and Korea.
- The student can explain how the Mongol failure to conquer Japan allowed a feudal system to persist.

**Broad Learning Target:**

- The student can discuss the Mongol conquering of China and Korea in the 13th and 14th centuries.
- The student can describe the effects of Mongol influence in China and Korea.
- The student can trace the trade of porcelain and silk in Asia.
- The student can discuss the failure of the Mongols to conquer Japan.
- The student can cite the characteristics of the feudal system in Japan.
- The student can explain how Mongol unification strengthened trade in China.
- The student can explain how explain how Mongol unification strengthened trade in China.
- The student can explain the relationship between the Mongols failure to conquer Japan and the persistence of the feudal system in Japan.

**Underpinning Knowledge Learning Targets:**

- The student can analyze the long term impact of feudalism in Japan.
- The student can analyze the reasons why feudalism led to a more insular and isolated Japan.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.

− Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan’s system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.

Sample Question Stems and Performance Tasks

− How did the Mongols’ rule strengthen trade in China?

− Which statement explains how Mongol influence unified states in China and Korea?

− On a map, trace the route of the Silk Road and label the products that were trade among civilizations.

− Create a Venn diagram comparing China and Japan in the 13th and 14th centuries. What accounts for the differences in these civilizations?

− Which choice below is an accurate description of feudalism in Japan?

− Feudalism persisted in Japan throughout the Middle Ages and Early Modern Era. Why did feudalism persist in Japan and not in other parts of Asia? What was a long term effect of feudalism in Asia?

6.GE.7 (Prior Grade Standard)
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.

(Future Grade Standard)
N/A
### HI.5

**Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.**

| Essential Understanding | Academic Vocabulary/Language
|-------------------------|-----------------------------|
| − How achievements of Islamic civilization spread to Europe | Tier 2
| − Long term impact of Islamic achievements on the world | − Describe
| − Achievements | − Islamic Civilization
| − Astronomy | − Chemistry
| − Italian Renaissance | − Conquest
| − Crusades |

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Islamic Civilization</td>
</tr>
<tr>
<td>− Astronomy</td>
</tr>
<tr>
<td>− Chemistry</td>
</tr>
<tr>
<td>− Italian Renaissance</td>
</tr>
<tr>
<td>− Conquest</td>
</tr>
<tr>
<td>− Crusades</td>
</tr>
</tbody>
</table>

#### Underpinning Knowledge Learning Targets:

− The student can cite Islamic contributions in medicine.
− The student can cite Islamic advances in astronomy.
− The student can cite Islamic achievements in chemistry and math.
− The student can cite Islamic developments in maps and exploration.
− The student can explain how Islamic achievements spread to Europe through trade, conquests, and the Crusades.

#### Underpinning Reasoning Learning Targets:

− The student can analyze the impact of the golden age of Islam on the Italian Renaissance.
In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.

- Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.

- Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.

### Sample Question Stems and Performance Tasks

- Decide which of the achievements below were contributions made by Islamic civilization in the Middle Ages. Move the boxes to the graphic organizer.

- Describe four contributions of Islamic civilization in the areas of medicine, science, math, and exploration.

- Create a timeline showing achievements of Islamic civilization leading up the Italian Renaissance.

- How was Islamic learning and culture evident in the Italian Renaissance?

- Cite two ways in which Islamic achievements spread to Western Europe.

- On a map, trace the growth of Islamic civilization. How did this growth influence Western Europe?

### 6.GE.8 (Prior Grade Standard)

Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (…Islam…)

### 9.HI.5 (Future Grade Standard)

The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
### Ultimate Learning Target

**Type:** Reasoning

**Broad Learning Target:**
- The student can analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.

**Underpinning Knowledge Learning Targets:**
- The student can define Renaissance.
- The student can cite revolutionary ideas in the Renaissance.
- The student can describe characteristics of Greco-Roman civilization.
- The student can explain cultural, scientific, and social changes during the Renaissance.
- The student can describe the new scientific theories about the earth and its place in the universe.

**Underpinning Skills Learning Targets:**
- The student can place eras and events on a timeline from Ancient Greece and Rome to the Renaissance.

**Underpinning Reasoning Learning Targets:**
- The student can analyze ways the Renaissance reflected a rebirth of Greco-Roman ideas.
- The student can analyze ways the social changes that took place during the Renaissance transformed Europe.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.

- Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.

- Create a PowerPoint presentation or Google Map multimedia tour of museums that relate to the Renaissance (e.g., Palace of Versailles, Louvre, British Museum of Art).

- Renaissance: What Inspired This Age of Balance and Order? [http://www.learner.org/interactives/renaissance](http://www.learner.org/interactives/renaissance) - A product of the Annenberg Foundation, this site offers multiple resources and interactive features for students.

Sample Question Stems and Performance Tasks

- Examine the Renaissance paintings below. How do these works of art show the influence of Greco-Roman ideas during the Renaissance?

- Research an influential person from the Renaissance. Write an essay or create a multimedia presentation showing why this individual’s achievements were important to the Renaissance and contributed to social change in Europe.

- Create a timeline of key developments and important works of art and literature during the Renaissance. For each timeline entry, explain how the development helped transform European society.

- Why did the scientific theories of the Renaissance challenge the authority of the Roman Catholic Church?

- Decide which of the statements below reflect effects of the Renaissance and move the boxes to the graphic organizer.

(Prior Grade Standard)  N/A

9.HI.6-7 (Future Grade Standard)  Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 7**

<table>
<thead>
<tr>
<th>HI.7</th>
<th>Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.</th>
</tr>
</thead>
</table>
|      | **Essential Understanding**  
|      | -- Impact of the Reformation on influence of the Roman Catholic Church |
|      | **Extended Understanding**  
|      | -- Long term impact of the Protestant Reformation |
|      | **Academic Vocabulary/Language**  
|      | -- Tier 2  
|      | -- Analyze  
|      | -- Decline  
|      | -- Tier 3  
|      | -- Protestant  
|      | -- Reformation  
|      | -- Roman Catholic Church  
|      | -- Political Power  
|      | -- Social Influence |

**Ultimate Learning Target**  
**Type: Reasoning**

**Broad Learning Target:**  
-- The student can analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.

**Underpinning Knowledge Learning Targets:**  
-- The student can describe the origins of the Protestant Reformation.  
-- The student can cite complaints against the Roman Catholic Church by Protestant groups.  
-- The student can explain the Roman Catholic Church’s response to reform efforts.  
-- The student can identify Protestant groups that began in Europe during the Reformation.  
-- The student can describe ways in which the power of the Roman Catholic Church declined.

**Underpinning Skills Learning Targets:**  
-- The student can trace the spread of Protestantism on a map of Europe.  
-- The student can place events on a timeline from the Renaissance, Reformation, and Counter-Reformation.

**Underpinning Reasoning Learning Targets:**  
-- The student can analyze the relationship between the Renaissance and Reformation.  
-- The student can analyze the relationship between the Reformation and the decline of the power of the Roman Catholic Church.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.

− The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g. use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

Sample Question Stems and Performance Tasks

− How did the Renaissance help lead to the Reformation?

− Read the excerpt below from Martin Luther’s 95 Theses. What complaints does Martin Luther have against the Roman Catholic Church?

− Read the excerpt below from the Council of Trent. How did the Roman Catholic Church respond to calls for reform of policies and doctrines?

− Decide which groups below were formed as part of the Protestant Reformation. Move the correct boxes to the graphic organizer.

− On a map of Europe (circa 1555), use a different color for each religious group and color the map accordingly. How does this shading demonstrate the decline in the political power of the Roman Catholic Church?

− Explain two ways in which the political power and social influence of the Roman Catholic Church declined as a result of the Reformation.

− Create a timeline showing important people and events from the Renaissance, Reformation, and Counter Reformation.

<table>
<thead>
<tr>
<th>(Prior Grade Standard)</th>
<th>9.HI.6-7 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.</td>
</tr>
</tbody>
</table>

Columbus City Schools
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Social Studies, Grade 7

### H1.8

Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Growth of commercial and cultural centers along trade routes in Africa and Asia</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>− Describe</td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>− Empires</td>
</tr>
<tr>
<td></td>
<td>− Commercial</td>
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<tr>
<td></td>
<td>− Cultural Development</td>
</tr>
<tr>
<td></td>
<td>− Cultural Centers</td>
</tr>
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<td></td>
<td>− Trade Routes</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>− Long impact of cultural diffusion in the Eastern Hemisphere</td>
<td></td>
</tr>
</tbody>
</table>

### Broad Learning Target:

− The student can describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.

### Underpinning Knowledge Learning Targets:

− The student can identify the source of wealth of for West African kingdoms.
− The student can cite products and ideas brought to West Africa by traders from Europe and the Middle East.
− The student can describe the role of Timbuktu as a commercial and cultural center.
− The student can list important commercial centers in Africa
− The student can identify trade routes in Africa and Asia.

### Underpinning Skills Learning Targets:

− The student can trace trade routes in Africa and Asia on a map.

### Underpinning Reasoning Learning Targets:

− The student can explain the importance of trade in West African kingdoms.
− The student can analyze the relationship between trade and cultural change in West Africa.
− The student can analyze the impact of trade routes on cultural development.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

- Important commercial and cultural centers also developed in Asia. The Byzantine Empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of Eastern Europe.

- The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.

- China’s great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.

- Have students participate in a silent barter in the model of West African Trading Kingdoms.

- West African Kingdoms - http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml - OSSRC reviewed this BBC website, which informs readers about the history and plight of West African Kingdoms through video, sound, pictures and information. Many opportunities for student interaction with the text are provided.

- **Career Connection**: Students will research careers in international business and trade. Students will compare the methods and products involved in international trade today with those used in the Medieval world. *(CCS)*
Sample Question Stems and Performance Tasks

- Trade among West African kingdoms and Europe and the Middle East was important to the development of commercial centers. Move the product boxes below into the correct places on the map to show the direction of each trade.

- Which is an example of how trade influenced cultural developments in West Africa?

- Why was Timbuktu an important city in West Africa?

- Which factor contributed to the success of the Byzantine Empire?

- On the map below, label two trade routes in Asia. How did these routes contribute to the growth of commercial centers in Asia?

- Which statement reflects the impact of the Silk Road?

- Imagine you are a trader along the Silk Road. Write a diary entry describing your travel route, what cities you encounter, and what products are being traded. Why are you willing to take such a risky adventure? What are the benefits of being a Silk Road trader?

6.EC.14 (Prior Grade Standard)
When regions and/or countries specialize, global trade occurs.

6.GE.7 (Prior Grade Standard)
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.

(Future Grade Standard)
N/A
## H1.9
Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

### Essential Understanding
- Impact of the trans-Saharan slave trade

### Extended Understanding
- Relationship between trans-Saharan slave trade and Atlantic slave trade

### Academic Vocabulary/Language

**Tier 2**
- Describe
- Explain
- Effects
- Rationale

**Tier 3**
- Trans-Saharan
- Trans-Atlantic

---

### Broad Learning Target:
- The student can describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

### Underpinning Knowledge Learning Targets:
- The student can describe the trans-Saharan slave trade.
- The student can describe the roles of slaves and conditions of enslavement in the trans-Saharan slave trade.

### Underpinning Skills Learning Targets:
- The student can compare the trans-Saharan slave trade to the later Atlantic slave trade.

### Underpinning Reasoning Learning Targets:
- The student can analyze how the trans-Saharan slave trade contributed to the development of powerful African states.
- The student can analyze how the trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.

- Unlike the Atlantic slave trade that began the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.

- The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

- This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

- Students create a newspaper with articles on the Kingdom of Ghana and trans-Saharan slavery.

- The Achievements and Challenges of Mali - [http://www.worldtrek.org/odyssey/teachers/malilessons.html](http://www.worldtrek.org/odyssey/teachers/malilessons.html) - This site provides activities and resources on the culture and history of Mali.

Sample Question Stems and Performance Tasks

- Create a Venn diagram comparing the conditions and roles of slaves under the trans-Saharan slave trade with those under the Atlantic slave trade.

- Which statement accurately describes the process of the trans-Saharan slave trade?

- How did the trans-Saharan slave trade contribute to the development powerful African states?

- Explain two effects of the trans-Saharan slave trade on both West and Central Africa and the receiving societies.

- Explain why understanding the trans-Saharan slave trade is important to the study of the later trans-Atlantic slave trade.

<table>
<thead>
<tr>
<th>6.GE.7 (Prior Grade Standard)</th>
<th>8.HI.4 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>HI.10</td>
<td><strong>Analyze the impact of European explorations, conquest, and colonization on indigenous people.</strong></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|       | **Essential Understanding**  
|       | - Spread of European influence through exploration and colonization  
|       | **Extended Understanding**  
|       | - Long term impact of European control on colonized territories |
|       | **Academic Vocabulary/Language**  
|       | **Tier 2**  
|       | - Describe  
|       | - Influence  
|       | **Tier 3**  
|       | - Economic  
|       | - Cultural  
|       | - Exploration  
|       | - Conquest  
|       | - Colonization |

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**  
- The student can analyze the impact of European explorations, conquest, and colonization on indigenous people.  
- The student can analyze the impact of explorations, conquests, and colonization on European nations.  

**Underpinning Knowledge Learning Targets:**  
- The student can list new territories gained by European countries.  
- The student can describe the economic benefits to European countries of exploration, conquest, and colonization.  
- The student can explain how Europeans transformed the cultures of new territories.  
- The student can discuss changes in government, religion, language, technology and culture in new European territories.  

**Underpinning Skills Learning Targets:**  
- The student can use a map to trace the exploration, conquests, and colonization of European powers in the Americas, Africa, and Asia on a map.
Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.

The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.

Sample Question Stems and Performance Tasks

− Which statement shows how European countries benefited economically from gaining new territories?

− Explain four effects of European exploration and colonization on the people living in the territories that were colonized or conquered by European countries.

− How did European exploration and colonization impact the culture of the territories controlled by Europe?

− On the map below, label the areas that were colonized by European powers. Use a different color for each European power and shade in the territories that were colonized.

− Imagine you are living in a territory taken over by a European power. Write a letter or speech on how you feel about European control. Discuss how your way of life, government, and economy has changed since the Europeans took control.

(Prior Grade Standard) 8.HI.2 (Future Grade Standard)

N/A

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
Ohio’s Learning Standards (2018) - Clear Learning Targets  
Social Studies, Grade 7

| HI.11 | Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today. | Essential Understanding  
− How the Columbian Exchange connected Europe and the Americas | Academic Vocabulary/Language  
Tier 2  
− Explain  
− Reshaped  
Tier 3  
− Columbian Exchange  
− Fauna  
− Flora  
− Pathogens  
− Culturally  
− Biologically |
| --- | --- | --- | --- |

**Ultimate Learning Target**  
Type: Knowledge

**Broad Learning Target:**  
− The student can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

**Underpinning Knowledge Learning Targets:**  
− The student can cite products that Europeans introduced to the Americas in the Columbian Exchange.  
− The student can cite products that American Indians introduced to Europeans in the Columbian Exchange.  
− The student can explain practices today that reflect the influence of the Columbian Exchange.

**Underpinning Skills Learning Targets:**  
− The student can use a map to trace the exchange of products in the Columbian Exchange on a map.

**Underpinning Reasoning Learning Targets:**  
− The student can analyze how American Indian and European cultures adapted to exchanges.  
− The student can analyze the global impact of the Columbian Exchange culturally and biologically.
The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.

Specific examples of the Columbian exchange include:
- animals native to Europe: horses, pigs, sheep, cattle, and honeybees;
- animals native to the Americas: turkeys;
- crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane;
- crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and
- communicable diseases: measles, small pox.

Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Career Connection: Students will research careers in agricultural production. Students will determine ways in which modern day agriculture in the United States was influenced by the products from the Columbian Exchange. (CC5)
Sample Question Stems and Performance Tasks

− The products shown below were part of the Columbian Exchange. Decide in which direction the products were traded and move the boxes to the correct place on the map.

− Give two examples of animals that were introduced to the Americas in the Columbian Exchange.

− Give two examples of foodstuffs that were introduced to the Americas in the Columbian Exchange.

− Give two examples of animals that American Indians introduced to Europeans in the Columbian Exchange.

− Give two examples of foodstuffs that American Indians introduced to Europeans in the Columbian Exchange.

− Which statement shows how cultures in both continents adapted to the exchanges made in the Columbian Exchange?

− Which is a negative impact of the Columbian Exchange?

− Write a position statement on whether the Columbian Exchange was more beneficial or harmful to the world. Support your claim with evidence and reasoning.

− Create a poster or multimedia presentation showing how the impact of the Columbian Exchange is evident in the world today.

(Prior Grade Standard)
N/A

8.HI.2 (Future Grade Standard)
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
# Ohio’s Learning Standards (2018) - Clear Learning Targets
## Social Studies, Grade 7

### GE.12

**Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.**

<table>
<thead>
<tr>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary/Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>− Using maps and geographic tools to show human settlement over time</td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>− How historical events are shaped by geography</td>
<td>− Demonstrate</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>− How historical events are shaped by geography</td>
<td>− Geographic Representations</td>
</tr>
<tr>
<td></td>
<td>− Satellite-produced Imagery</td>
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<td></td>
<td>− Geographic Information Systems</td>
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<td></td>
<td>− Spatial Relationships</td>
</tr>
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<td></td>
<td>− Population Density</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Skill**

**Broad Learning Target:**

− The student can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.

**Underpinning Knowledge Learning Targets:**

− The student can list geographic representation tools.
− The student can define spatial relationships.
− The student can cite examples of spatial relationships that are shown by geographic tools.
− The student can describe ways human settlement changes over time.
− The student can define population density.

**Underpinning Skills Learning Targets:**

− The student can analyze historical maps for change over time.
− The student can analyze aerial photographs for change over time.
− The student can analyze satellite-produced imagery and geographic information systems for change over time.
− The student can use a map to illustrate how population density varies in relation to resources and type of land.

**Underpinning Reasoning Learning Targets:**

− The student can draw conclusions about how changes in geographic features have impacted spatial relationships.
Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present. These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.

Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.

Perry-Castaneda Library: Map Collection - [http://www.lib.utexas.edu/maps/index.html](http://www.lib.utexas.edu/maps/index.html) - OSSRC reviewed this University of Texas at Austin website, which offers online maps, including historical maps, of most destinations in the world. In addition, this site has links to maps on other websites.

**Career Connection:** Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

### Sample Question Stems and Performance Tasks

- Look at the two maps below. What changes in human settlement patterns are shown on the map?
- The map below shows changing political boundaries in Europe. Describe one effect these changes would have on human settlement in the region.
- The map below shows population density. Why is the population density low in the desert region and high in the coastal region?
- Which type of geographic representation would best show changes in the physical characteristics of a region over time?
- The map below shows transportation networks. How would the changes in transportation networks change human settlement in the region?

### 6.GE.3 (Prior Grade Standard)

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.

### 8.GE.13 (Future Grade Standard)

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
### GE.13

**Describe how geographic factors can promote or impede the movement of people, products and ideas.**

**Essential Understanding**
- How geography impacts the movement of people, products, and ideas

**Extended Understanding**
- How historical events are shaped by geography

**Academic Vocabulary/Language**
- **Tier 2**
  - Describe
  - Promote
  - Impede
  - Proximity

- **Tier 3**
  - Geographic Factors
  - Climate
  - Natural Resources

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can describe how geographic factors can promote or impede the movement of people, products and ideas.

**Underpinning Knowledge Learning Targets:**
- The student can cite geographic factors that promote or impede the movement of people, products, and ideas.
- The student can describe ways in which people, products, and ideas move from place to place.

**Underpinning Skills Learning Targets:**
- The student can trace the movement of people, products, and ideas on a map.
- The student can use geographic features on a map to determine how the movement of people, products, and ideas would be impacted.

**Underpinning Reasoning Learning Targets:**
- The student can analyze how climate, bodies of water, mountains, and deserts promote or impede the movement of people, products, and ideas.
- The student can analyze how proximity to natural resources promotes or impede the movement of people, products, and ideas.
**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.

- Geographic factors include:
  - climate;
  - bodies of water;
  - mountains;
  - deserts; and
  - proximity to natural resources.

**Sample Question Stems and Performance Tasks**

- Give four examples of geographic factors that can promote or impede the movement of people, products, and ideas.
- Explain how climate can promote or impede the movement of people, products, and ideas.
- Explain how bodies of water can promote or impede the movement of people, products, and ideas.
- Explain how mountains can promote or impede the movement of people, products, and ideas.
- Explain how proximity to natural resources can promote or impede the movement of people, products, and ideas.
- Look at the map below. Based on the geographic features would it be easy or difficult for people, products, and ideas to move? Explain the reasoning for your answer.
- The boxes below show geographic features. Sort the boxes into two categories based on whether the factors would promote or impede the movement of people, products, and ideas.
- Which of the choices below reflect ways people, products, and ideas have moved throughout history?

<table>
<thead>
<tr>
<th>6.GE.7 (Prior Grade Standard)</th>
<th>8.GE.15 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Ohio’s Learning Standards (2018) - Clear Learning Targets
#### Social Studies, Grade 7

<table>
<thead>
<tr>
<th>GE.14</th>
<th>Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Spread of technology and religion through trade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence of spread of religion and technology in the world today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Vocabulary/Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
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<td></td>
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<td>Fostered</td>
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<td></td>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trade Routes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silk Road</td>
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<tr>
<td></td>
<td></td>
<td>Islam</td>
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<tr>
<td></td>
<td></td>
<td>Christianity</td>
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<tr>
<td></td>
<td></td>
<td>Buddhism</td>
</tr>
</tbody>
</table>

#### Ultimate Learning Target

**Type: Knowledge**

**Broad Learning Target:**
- The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

**Underpinning Knowledge Learning Targets:**
- The student can list products that were traded along the Silk Road.
- The student can describe the patterns of trade along the Silk Road.
- The student can describe how Islam expanded along the Silk Road.
- The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road.
- The student can describe how Buddhism spread along trade routes in Asia.

**Underpinning Skills Learning Targets:**
- The student can use a map to trace the movement of products and religion along the Silk Road.

**Underpinning Reasoning Learning Targets:**
- The student can draw conclusions about the relationship between trade and the spread of religion.
Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas.

Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms.

Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia.

Traders from India spread Hinduism to southeast Asia (Indonesia).

Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa).

Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.

Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

Develop a comprehensive map of the Salt Trade focusing on the rise of Kings and Empires. Do the same for the Silk Road using Marco Polo’s notebook as a guide.

Belief Systems Along the Silk Roads - [http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads](http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads) - This Asia Society website examines how religions and philosophies spread throughout the Silk Road over the centuries.
Sample Question Stems and Performance Tasks

- The products in the boxes below were traded along the Silk Road. Move the boxes to the map to show the correct direction of travel.
- List two goods that caravans from the East traded along the Silk Road.
- List two goods that caravans from the West traded along the Silk Road.
- What is one cultural effect of trade along the Silk Road?
- How did trade networks and roads contribute to the spread of Islam?
- What factors contributed to the spread of Christianity throughout the Eastern Hemisphere?
- On the map below, label the lines that represent the spread of Buddhism. What is one factor that helped Buddhism spread?
- The map below shows the spread of Buddhism, Christianity, and Islam. Label each set of arrows with the name of the religion that is represented.

6.GE.8 (Prior Grade Standard)
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).

8.HI.2 (Future Grade Standard)
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
## GE.15

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 7**

<table>
<thead>
<tr>
<th>Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td>− How improvements in technology have led to cultural diffusion</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td>− Evaluating the positive and negative impact of cultural diffusion</td>
</tr>
<tr>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>− Improvements</td>
</tr>
<tr>
<td>− Facilitated</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>− Transportation</td>
</tr>
<tr>
<td>− Communication</td>
</tr>
<tr>
<td>− Technology</td>
</tr>
<tr>
<td>− Cultural Diffusion</td>
</tr>
</tbody>
</table>

### Broad Learning Target:
- The student can identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.

### Underpinning Knowledge Learning Targets:
- The student can define cultural diffusion.
- The student can describe reasons why cultural diffusion has increased over time.
- The student can give examples of improvements in transportation technology.
- The student can give examples of improvements in communication technology.
- The student can describe the effects of improvements in transportation technology.
- The student can describe the effects of improvements in communication technology.

### Underpinning Skills Learning Targets:
- The student can use a map to trace the spread of technology and cultural diffusion.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

- Examples of cultural diffusion include:
  • the roads built by the Romans allowed for the spread of Christianity;
  • the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
  • the inventions of paper and the printing press both led to mass production of maps, pamphlets and books; and
  • the printing of the Bible hastened the Protestant Reformation.

- Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Columbian Exchange) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today’s sharing of ideas using the Internet.

- **Career Connection**: Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years? *(CCS)*

Sample Question Stems and Performance Tasks

- Which statement below best describes cultural diffusion?
- Give two examples of improvements in transportation technology. Explain how each improvement facilitated cultural diffusion.
- Give two examples of improvements in communication technology. Explain how each improvement facilitated cultural diffusion.
- Select the factors from the list below that have increased cultural diffusion throughout history.
- How did the invention of the printing press contribute to cultural diffusion?
- What transportation improvement helped the spread of Christianity in the Roman Empire?

6.GE.7 *(Prior Grade Standard)*

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.

(Future Grade Standard)

N/A
<table>
<thead>
<tr>
<th>GO.16</th>
<th>Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Understanding multiple perspectives of individuals and groups</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Evaluating perspectives on historic and contemporary issues</td>
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<tr>
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<td><strong>Academic Vocabulary/Language</strong></td>
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<tr>
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<td><strong>Tier 2</strong></td>
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<td></td>
<td>− Demonstrate</td>
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<td></td>
<td>− Perspectives</td>
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<td><strong>Tier 3</strong></td>
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<tr>
<td></td>
<td>− Historic Issues</td>
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<td></td>
<td>− Contemporary Issues</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**  
*Type: Skill*

**Broad Learning Target:**  
− The student can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

**Underpinning Knowledge Learning Targets:**  
− The student can define perspective.  
− The student can explain that individuals and groups hold differing perspectives on historic and contemporary issues.  
− The student can explain the factors that influence individual and group perspectives.

**Underpinning Skills Learning Targets:**  
− The student can analyze perspectives in historical and contemporary sources.  
− The student can compare the perspectives of various individuals and groups on historic and contemporary issues.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.

- Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.

- For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.

- Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time.

Sample Question Stems and Performance Tasks

- What choices below are factors that influence the perspectives of individuals and groups on historic and contemporary issues?

- Read the excerpt below. What perspective on the trans-Atlantic slave trade is presented? What would be an opposing perspective?

- Create a Venn diagram comparing two perspectives on the following historic issue ________________.

- Read the two sources below. Which source presents a perspective in support of European exploration and colonization?

- What perspective is shown in the diaries and letters below?

- Research the historic issue of ____________. Write an essay explaining two perspectives on the issue. Which perspective do you agree with the most? Give evidence and explain the reasoning for your answer.

6.GO.9 (Prior Grade Standard)
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy

8.GO.1 (Future Grade Standard)
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
<table>
<thead>
<tr>
<th>GO.17</th>
<th>Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.</td>
<td>Origins of democracy and republican forms of government in Greece and Rome and long-term influence of these governments</td>
<td>Describe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Understanding</td>
<td>Explain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparison of modern democracies and republics with Greece and Rome</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Vocabulary/Language Tier 3</td>
<td>Democracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Republic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monarchy</td>
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<td></td>
<td></td>
<td></td>
<td>Theocracy</td>
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</tbody>
</table>

**Ultimate Learning Target**

**Type:** Knowledge

**Broad Learning Target:**
- The student can describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.
- The student can explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

**Underpinning Knowledge Learning Targets:**
- The student can define democracy.
- The student can define republic.
- The student can define monarchy.
- The student can define theocracy.
- The student can describe the structures and functions of democracy in Ancient Greece.
- The student can describe the structures and functions of the Roman Republic government.
- The student can describe the structures and functions of modern democratic governments.

**Underpinning Skills Learning Targets:**
- The student can compare democracies and republics to monarchies and theocracies.
- The student can compare characteristics of government in the United States to Ancient Greece and Rome.
The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.

The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.

Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.

Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram. Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy and dictatorship.

Career Connection: Students research various careers in government and public service, such as elected officials, civil servants, lobbyists, public opinion analysts, law enforcement officers, etc. Students may be able to interview (live or through email) individuals who work in these fields.

Sample Question Stems and Performance Tasks

Which statement correctly defines democracy?

What statement correctly defines a republic?

Decide whether each of the boxes below represents characteristics of Greek democracy or the Roman Republic.

Describe two characteristics of democracy in Ancient Greece that have influenced modern democracies.

Describe two characteristics of government in the Roman Republic that have influenced modern democracies.

Compare the government of the United States today with the government of the Roman Republic by completing the Venn diagram below.

Read the excerpt below from Pericles’ Funeral Oration. What characteristics of Athens does Pericles believe make it a great city?

6.GO.10 (Prior Grade Standard)
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.

8.GO.20 (Future Grade Standard)
The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.
## Ultimate Learning Target

**Type:** Knowledge

**GO.18**

Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

### Essential Understanding

- How the decline of feudalism led to the formation of nation states

### Extended Understanding

- How the concept of the nation state has influenced the modern world

### Academic Vocabulary / Language

**Tier 2**
- Explain
- Decline
- Consolidation
- Emergence

**Tier 3**
- Feudalism
- Consolidation
- Nation States
- Magna Carta
- Democratic Principles

### Broad Learning Target:

- The student can explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

### Underpinning Knowledge Learning Targets:

- The student can define feudalism.
- The student can define nation state.
- The student can explain causes of the decline of feudalism.
- The student can explain how kings consolidated power.
- The student can describe the circumstances that led to the signing of the Magna Carta.
- The student can explain how the consolidation of power led to the emergence of nation states.
- The student can explain democratic principles of the American Revolution.

### Underpinning Reasoning Learning Targets:

- The student can analyze the relationship between the Magna Carta and democratic principles of the American Revolution.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments.

− Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values).

− As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.

− The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.

− Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Tell them to identify how the monarch gained and consolidated power and identify the characteristics of the country (e.g., language, culture, religion). Have students examine the succession of power after the death of the monarch, create visuals (e.g., map of the nation, nation's emblems) and make presentations (e.g., orally, magazine article, news program).


Sample Question Stems and Performance Tasks

− Explain one cause and one effect of the decline of feudalism in Western Europe.
− Which choice below reflects a reason for the decline of feudalism?
− Decide whether each factor in the boxes below reflects a cause or effect of the decline of feudalism in Western Europe. Move the boxes to the correct column on the graphic organizer.
− How is the emergence of the nation state related to the decline of feudalism?
− What circumstances led to the signing of the Magna Carta?
− Read the excerpt from the Magna Carta. What democratic principles are contained in this document? How did the Magna Carta influence the American Revolution?

(Prior Grade Standard)

N/A

8.HI.5 (Future Grade Standard)

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
### Ohio’s Learning Standards (2018) - Clear Learning Targets
#### Social Studies, Grade 7

<table>
<thead>
<tr>
<th>EC.19</th>
<th>Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</td>
</tr>
</tbody>
</table>

### Essential Understanding
- Cost-Benefit analysis in economic decision-making

### Extended Understanding
- Applying cost-benefit analyze to personal decision-making

### Academic Vocabulary/Language

#### Tier 2
- Explain
- Analyze
- Describe
- Potential

#### Tier 3
- Costs
- Benefits
- Cost-Benefit Analysis

### Broad Learning Target:
- The student can explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.
- The student can describe how cost-benefit analysis of an action consists of short- and long-term consequences.

### Underpinning Knowledge Learning Targets:
- The student can define economic costs.
- The student can define economic benefits.
- The student can describe situations in which cost-benefit analysis is important.

### Underpinning Reasoning Learning Targets:
- The student can make inferences about the potential economic benefits of a given action.
- The student can make inferences about the potential economic costs of a given action.
- The student can apply cost-benefit analyze to making an informed economic decision.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Economic decisions, whether they are made by individuals, governments, or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.

- For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding or changing production.

- Career Connection: Students will research a career path of interest and weigh the costs and benefits of potential career paths. Students should consider the costs of training (college or technical school) and the potential benefits (income, job satisfaction). (CC3)

Sample Question Stems and Performance Tasks

- Which statement shows a potential cost of purchasing a new home?

- Which statement shows a potential benefit of purchasing a new home?

- The boxes below show potential costs and benefits of colonizing new territory. Sort the boxes into the correct columns on the chart.

- In terms of costs and benefits, why did many early civilizations engage in trade?

- Create a two-column chart and analyze the potential costs and benefits of the following economic issue, _________________.

- Imagine you are a member of a national legislature. Your country is faced with a decision of whether or not to go to war against a neighboring nation that has been trying to claim parcels of land in your country for many decades. What are the potential costs and benefits of taking military action against another country? Write a short speech explaining why you believe the costs outweigh the benefits or the benefits outweigh the costs.

6.EC.12 (Prior Grade Standard)
The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

8.EC.22 (Future Grade Standard)
Choices made by individuals, businesses, and governments have both present and future consequences.
# EC.20

### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Social Studies, Grade 7

<table>
<thead>
<tr>
<th>Explain how trade leads to specialization and interdependence.</th>
<th><strong>Essential Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze how distribution of resources leads to specialization and trade.</strong></td>
<td>- Relationship between the availability of resources and specialization and trade</td>
</tr>
<tr>
<td><strong>Essential Understanding</strong></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Evaluate decisions to engage in free trade or create trade barriers</td>
</tr>
</tbody>
</table>

#### Academic Vocabulary/Language

<table>
<thead>
<tr>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discus</td>
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<tr>
<td>Variab</td>
</tr>
<tr>
<td>Distrib</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive Resources</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Trade</td>
</tr>
<tr>
<td>Interdependence</td>
</tr>
</tbody>
</table>

## Columbus City Schools

<table>
<thead>
<tr>
<th>Type: Reasoning</th>
</tr>
</thead>
</table>

### Ultimate Learning Target

**Broad Learning Target:**
- The student can explain how trade leads to specialization and interdependence.
- The student can analyze how distribution of resources leads to specialization and trade.

**Underpinning Knowledge Learning Targets:**
- The student can define productive resources.
- The student can give examples of productive resources.
- The student can define specialization.
- The student can define trade.
- The student can define interdependence.

**Underpinning Skills Learning Targets**
- The student can use a map of natural resources to determine potential trade patterns.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the relationship between natural resources and trade.
- The student can analyze the relationship between specialization and trade.
- The student can analyze the relationship between trade and interdependence.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year.

− Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence

Sample Question Stems and Performance Tasks

− Look at the map below of natural resources. Based on the distribution of resources, which two countries would most likely engage in trade to meet their economic wants?

− How does a lack of resources in a region contribute specialization and trade?

− Which statement explains a reason for specialization?

− Explain one reason why nations engage in trade and one effect of trade on nations.

− Why has global interdependence increased throughout history?

6.EC.14 (Prior Grade Standard)
When regions and/or countries specialize, global trade occurs.

8.EC.24 (Future Grade Standard)
Governments can impact markets by means of spending, regulations, taxes and trade barriers.
<table>
<thead>
<tr>
<th>EC.21</th>
<th>Explain how the growth of cities and empires fostered the growth of markets.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</td>
</tr>
</tbody>
</table>

### Essential Understanding
- Relationship among growth of cities and empires and growth of markets, specialization and monetary economies

### Extended Understanding
- Analysis of trade issues in the modern global economy

### Academic Vocabulary/Language
- Markets
- Demand
- Specialization
- Barter
- Monetary Economy

### Broad Learning Target:
- The student can explain how the growth of cities and empires fostered the growth of markets.
- The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

### Underpinning Knowledge Learning Targets:
- The student can define market.
- The student can explain market exchanges.
- The student can define specialization.
- The student can define barter economy.
- The student can define monetary economy.

### Underpinning Reasoning Learning Targets:
- The student can analyze the relationship between growth of cities and growth of markets.
- The student can analyze the relationship between market exchanges and specialization.
- The student can compare barter and monetary economies.
- The student can analyze the relationship between market exchanges and the transition to monetary economies.
Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, the growth of markets encouraged specialization and advanced a more efficient system for the exchange of goods and services. The barter system limited market exchanges, so money-based systems were created.

In a large group (e.g., whole class or grade), conduct an experiential learning bartering activity. Assign one empire (Mali, Songhay or Ghana) to each group of students and role play trade of items (e.g., salt, gold, wood).

Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling the basics of food, clothing and shelter, then trade for luxuries.

Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).

Career Connection: Students will research careers in economics such as a financial planner, investment banker, stockbroker, entrepreneur, marketing/advertising executive, corporate CEO, public finance manager. Students may be able to interview (live or through email) individuals who work in these fields. (CCS)

Sample Question Stems and Performance Tasks

Which statement explains why the growth of cities led to the growth of markets?

How did the growth markets encourage specialization?

What statement reflects the definition of a monetary economy?

Create a Venn diagram comparing the barter system and monetary economy system.

6.EC.15 (Prior Grade Standard)
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.

8.EC.14 (Future Grade Standard)
When regions and/or countries specialize, global trade occurs.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Social Studies, Grade 7

**FL.9-14**

<table>
<thead>
<tr>
<th>Read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Utilize strategies for being an informed consumer

**Extended Understanding**
- Analysis of specific decision-making strategies

**Academic Vocabulary/Language**
- financial responsibility
- taxes
- consumer
- budget

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**Ultimate Learning Target**

Type: Skill

**Broad Learning Target:**
- The student can read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.

**Underpinning Knowledge Learning Targets:**
- The student can recognize that planning for and paying local, state and federal taxes is a financial responsibility. (9)
- The student can describe how consumer protection laws help safeguard individuals from fraud and potential loss. (13)

**Underpinning Skills Learning Targets:**
- The student can utilize consumer advocates, organizations and regulations to learn important information and help protect against potential consumer fraud. (10)
- The student can be an informed consumer by making decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget. (11)
- The student can compare bank terms before opening an account. (12)
- The student can factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.) to make planned purchasing decisions. (14)
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.

- 11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.

- 12. Compare bank terms before opening an account.

- 13. Consumer protections laws help safeguard individuals from fraud and potential loss.

- 14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

Career Connection: Students will research careers in economics such as a financial planner, investment banker, stockbroker, entrepreneur, marketing/advertising executive, corporate CEO, public finance manager. Students may be able to interview (live or through email) individuals who work in these fields. (CCS)

Sample Question Stems and Performance Tasks

- What is one strategy an informed consumer can make to determine if purchases are within their budget?

- What protections are available to avoid consumer fraud?

- Look at the sample bank terms below. Explain which account you would choose to open and why.

- Suppose you have $50 to spend on Amazon. Determine which items you could buy, factoring in direct and indirect costs.

6.FL.6-7 (Prior Grade Standard)

6. Financial responsibility includes the development of a spending and savings plan (personal budget).

7. Financial institutions offer a variety of products and services to address financial responsibility.

8.FL.15-17 (Future Grade Standard)

15. Using key investing principles one can achieve the goal of increasing net worth.

16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.

17. Government agencies are charged with regulating providers of financial services to help protect investors.