

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 6: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE

In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Multiple tier timelines can be used to show relationships among events and places.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 14, 17**

#### EARLY CIVILIZATIONS

##### Content Statement 2

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

##### Content Alignment

Primary Instruction and Assessment: **Chapters 12, 13, 14, 15, 16, 17, 18**  
Integrated Instruction and Assessment: **n/a**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

**Content Statement 3** 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.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 3, 4, 12, 13, 14, 15, 16, 17, 18**

**Content Statement 4** Latitude and longitude can be used to identify absolute location.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapter 17**

## PLACES AND REGIONS

**Content Statement 5** Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapters 5, 7, 9, 13, 14, 15, 16, 17, 18, 19**

## HUMAN SYSTEMS

**Content Statement 6** The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **Chapters 4, 8, 12, 13, 14, 15, 16, 17, 18, 19**

**Content Statement 7** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 11**  
Integrated Instruction and Assessment: **Chapters 12, 13, 14, 15, 16, 17, 18**

**Content Statement 8** Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **Chapters 11, 12, 13, 14, 15, 16, 17, 18**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

<b>Content Statement 9</b>	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 6</b> Integrated Instruction and Assessment: <b>Chapters 18, 21</b>

## ROLES AND SYSTEMS OF GOVERNMENT

<b>Content Statement 10</b>	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.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 10</b> Integrated Instruction and Assessment: <b>Chapters 13, 14, 16, 17, 18</b>

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

<b>Content Statement 11</b>	Economists compare data sets to draw conclusions about relationships among them.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 5</b> Integrated Instruction and Assessment: <b>Chapters 9, 19, 21</b>
<b>Content Statement 12</b>	The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 8</b> Integrated Instruction and Assessment: <b>Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21</b>

## SCARCITY

### Content Statement 13

The fundamental questions of economics include what to produce, how to produce and for whom to produce.

### Content Alignment

Primary Instruction and Assessment: **Chapter 19**

Integrated Instruction and Assessment: **Chapters 8, 9, 13, 14, 15, 16, 17, 20**

### Content Statement 14

When regions and/or countries specialize, global trade occurs.

### Content Alignment

Primary Instruction and Assessment: **Chapter 9**

Integrated Instruction and Assessment: **Chapters 8, 13, 14, 15, 17, 18, 19, 20**

## MARKETS

### Content Statement 15

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

### Content Alignment

Primary Instruction and Assessment: **Chapter 20**

Integrated Instruction and Assessment: **Chapters 19, 21**

## FINANCIAL LITERACY

### Content Statement 16

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

### Content Alignment

Primary Instruction and Assessment: **Chapter 21**

Integrated Instruction and Assessment: n/a