SOCIAL STUDIES
REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE
GRADE 6

Clear Learning Targets
2019-2020

CURRICULUM RESOURCES

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

Office of Teaching and Learning – Curriculum Division
<table>
<thead>
<tr>
<th>HI.1</th>
<th>Analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Analysis of multi-tier timelines

**Extended Understanding**
- Analysis of cause and effect relationships on a timeline

**Academic Vocabulary/Language**

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>B.C.E. and C.E.</td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

*Type: Reasoning*

**Broad Learning Target:**
- The student can analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.

**Underpinning Knowledge Learning Targets:**
- The student can explain the purpose of a timeline.
- The student can explain the purpose of a multi-tier timeline.
- The student can explain chronological order.

**Underpinning Skills Learning Targets:**
- The student can construct a timeline with evenly spaced intervals.
- The student can construct a multi-tier timeline.
- The student can locate dates on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.
- The student can arrange historical events on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Underpinning Reasoning Learning Targets:**
- The student can analyze relationships among events on a timeline.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Sixth grade is building on skills learned in grade five, including the conventions of B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era), and C.E. (Common Era) to place dates in chronological order.

- At this level students use multiple-tier timelines consisting of two or more rows of events, with each row representing a different topic or perspective related to a specific time period.

- Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order.

- Create a multiple-tier timeline on the classroom/hallway floor or wall using painter’s tape. Each tier can represent a different civilization/cultural group. As historic study progresses, the class can add events to the timeline and discuss relationships.

- Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter’s tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

- When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. What are the origins of these four terms? Which ones are used most often and in which situations?

- As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.

- Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org - This interactive tool allows users to construct a timeline and add events, descriptions and images to bring their timelines to life.

- Connections: Connect to Mathematics Common Core State Standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers.
Sample Question Stems and Performance Tasks

- Create a two-tier timeline with evenly spaced intervals showing events from ancient history. Use your textbook to identify important dates in ancient Egypt and ancient China. One tier should include events from Egypt; the other tier should include events in China. Be sure to use correct conventions B.C. and A.D. or B.C.E. and C.E.

- Which event on the timeline occurred in the year ______?

- Which timeline below shows the correct chronological order of events?

- A timeline is shown below. Arrange the events in chronological order by moving the boxes to the correct place on the timeline.

- On the timeline below a list of events is presented in chronological order. Which convention would be used to complete the dates? You may use either B.C. and A.D. or B.C.E. and C.E.

- A list of historical events is shown below, arranged in random order. Order the events in chronological order by dragging the boxes up or down.

- Which century was 601 to 700 C.E.?

- How many years are between 400 B.C. and 200 A.D.?

- If an historical event took place in 800 C.E., how many years ago was this event?

- Explain the purpose of a multi-tier timeline.

- What is the relationship between the events on the timeline below?

<table>
<thead>
<tr>
<th>5.HI.1 (Prior Grade Standard)</th>
<th>(Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-tier timelines can be used to show relationships among events and places.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Social Studies, Grade 6

### HI.2

<table>
<thead>
<tr>
<th>Compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td>- Comparison of cultural practices among early civilizations</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td>- Enduring impact of early civilizations</td>
</tr>
<tr>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>- Compare</td>
</tr>
<tr>
<td>- Influence</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>- Civilizations</td>
</tr>
<tr>
<td>- Geography</td>
</tr>
<tr>
<td>- Government</td>
</tr>
<tr>
<td>- Economic Systems</td>
</tr>
<tr>
<td>- Social Structures</td>
</tr>
<tr>
<td>- Agriculture</td>
</tr>
</tbody>
</table>

## Broad Learning Target:
- The student can compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia.

## Underpinning Knowledge Learning Targets:
- The student can identify the geographic characteristics of early civilizations.
- The student can explain why rivers contributed to the development of civilizations.
- The student can explain how crop surpluses influence the growth of cities.
- The student can define government, culture, economic system, technology, and agriculture.
- The student can describe the government, religion, agriculture, technology, economic systems, and social structures of early civilizations.
- The student can cite examples of the enduring influence of early civilizations.

## Underpinning Skills Learning Targets:
- The student can draw conclusions from features shown on a map.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

- While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes:

  - Government: Governments gradually developed to address issues including irrigation and trade.
  
  - Religion: Early civilizations also developed religious beliefs to help explain the world around them.
  
  - Agriculture: Rivers provided a water source that enriched the soil and enabled the harvesting and planting of crops (e.g., agricultural products such as wheat and barley in Egypt, rice and tea in China, and practices such as irrigation systems). In addition to agricultural benefits, rivers also provided means of transportation, protection from invasions, and provided access to natural resources.
  
  - Technology: New technologies were developed such as irrigation systems, roads, and other public works. These lead to the growth of cities. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs.
  
  - Economic System: Because of crop surpluses, not all people had to farm; therefore, people began to produce different products for use and trade. As a result, cities were established as centers of production and commerce.
  
  - Social Structure: Social structures were developed with people ranked in classes according to their jobs.

- These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.

- Using maps of the given regions, discuss geographic characteristics of the regions and hypothesize how those characteristics may have contributed to the growth of these early civilizations. Discussion could include the influence of rivers, deserts, mountains or other significant features.
Sample Question Stems and Performance Tasks

- Identify two reasons that ancient China developed in a protected river valley.
- Identify four ways that ancient Egypt benefited from the Nile River.
- Match the geographic features of ancient civilizations with the influence on their development.
- Which was a reason for the development of an early civilization in the Tigris-Euphrates River Valley?
- Early River civilizations grew as a result of favorable geographic characteristics. Which choices below reflect the importance of rivers to these civilizations?
- Describe two political, cultural, or economic characteristics common to ancient Mesopotamian and ancient Egyptian civilizations.
- Complete the graphic organizer by giving examples of technologies and agricultural practices of each early civilization.
- Identify two ways that the agricultural practices of the ancient Indus valley civilization have had enduring impacts on civilizations in the region.
- Describe two examples of government and technology in Mesopotamian civilization.
- Archaeologists have discovered which of the following practices in the early Indus River Valley cities?
- In what way did the Code of Hammurabi have an enduring influence on the Eastern Hemisphere?
- Use your textbook, reference materials and Internet resources to research one of the following civilizations: Mesopotamia, Egypt, India, China. In a paper or multimedia presentation identify and describe the government, culture, economic system, technology and agricultural practices of this civilization.
- Locate a recent article or news story and explain how the people, places, and events in the article show the influence of early civilizations.

(Prior Grade Standard)
N/A

7.HI.2 (Future Grade Standard)
The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.
# Ohio’s Learning Standards (2018) - Clear Learning Targets
## Social Studies, Grade 6

### GE.3

**Use the correct geographic tools to gather, process, and report information about people, places, and environments.**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>− How to use geographic tools</td>
<td>− Globes</td>
</tr>
<tr>
<td>− Analyzing perspectives in maps</td>
<td>− Geographic Tools</td>
</tr>
<tr>
<td></td>
<td>− Environments</td>
</tr>
<tr>
<td></td>
<td>− Aerial Photographs</td>
</tr>
<tr>
<td></td>
<td>− Satellite Images</td>
</tr>
<tr>
<td></td>
<td>− Geographic Information Systems</td>
</tr>
<tr>
<td></td>
<td>− Cartographers</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Skill**

**Broad Learning Target:**
− The student can use the correct geographic tools to gather, process, and report information about people, places, and environments.

**Underpinning Knowledge Learning Targets:**
− The student can identify and explain the purpose of maps and globes.
− The student can identify and explain the tools modern cartographers including satellite images, aerial photographs, and geographic information systems.

**Underpinning Skills Learning Targets:**
− The student can use map features including the key, symbols, scale, and cardinal and intermediate directions. map key to identify features on a map.

**Underpinning Reasoning Learning Targets:**
− The student can determine the best geographic tool to use to acquire specific information.
− The student can apply their understanding of basic properties of geographic tools to process and report information about people, places and environments.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created.

- Geographic tools include:
  - maps;
  - globes;
  - diagrams;
  - computer-assisted mapping;
  - geographic information systems; and
  - aerial and other photographs.

- Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

- Cartographers create maps for specific purposes and represent the context in which they were created (e.g., time, place, culture).

- Have students act as cartographers, working independently or as groups, to create maps of the classroom, playground, school or community. Students should use varying scales appropriate to the area being mapped. Students can use their previous knowledge of scale, cardinal directions, map keys, titles and grids to add details to their maps.

- Lesson Plan: Mapping Perceptions: [http://asiasociety.org/mapping-perceptions](http://asiasociety.org/mapping-perceptions). This lesson plan from the Asia Society discusses what maps can tell us about how their makers perceive the world.

- 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 email) individuals who work in these fields. (CCS)
Sample Question Stems and Performance Tasks

- On the map below, estimate the distance between City A and City B.

- Label the following regions on a map of the Eastern Hemisphere: Middle East/Southwest Asia, North Africa, East Africa, West Africa, Southern Africa, Southeast Asia, South Asia, East Asia, Western Europe, and Eastern Europe.

- Based on the geographic features shown on the map below, what conclusions can you draw about this region?

- Use your textbook, reference materials and Internet resources to research the geographic features of one region in the Eastern Hemisphere. Use information from your research to create a visual display and presentation that includes various types of maps and geographic tools (aerial photographs, digital satellite images). What claims can you make about the people, places and environments in this region? How do the geographic data provide evidence to support your claims?

- Which map above would be more useful in determining ______. Explain your reasoning.

- Explain why maps in the past may have been incomplete or different from current maps.

- For what purpose was the map below created?

- What perspective is shown on the map below?

- Assume the role of a cartographer who has been contracted by a company produce maps and other geographic representations of a specific area. How would you determine what type of information to show on your maps and what other geographic representations to use? What questions would you ask the company that hired you to produce the maps?

5.GE.4 (Prior Grade Standard)
Globes and other geographic tools can be used to gather, process and report information about people, places and environments.

7.GE.12 (Future Grade Standard)
Maps and other geographic representations can be used to trace the development of human settlement over time.
## Ohio’s Learning Standards (2018) - Clear Learning Targets

### Social Studies, Grade 6

<table>
<thead>
<tr>
<th>GE.4</th>
<th>Identify absolute location using latitude and longitude coordinates.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Absolute location using latitude and longitude</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− How absolute location impacts environment and human activities</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>− Latitude</td>
</tr>
<tr>
<td></td>
<td>− Longitude</td>
</tr>
<tr>
<td></td>
<td>− Coordinate</td>
</tr>
<tr>
<td></td>
<td>− Absolute location</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type: Skill**

**Broad Learning Target:**
- The student can identify absolute location using latitude and longitude coordinates.

**Underpinning Skills Learning Targets:**
- The student can identify a specific place along a line of latitude.
- The student can identify a specific place along a line of longitude.

**Underpinning Knowledge Learning Targets:**
- The student can define absolute location.
- The student can identify lines of latitude on a map or globe.
- The student can identify lines of longitude on a map or globe.
Latitude and longitude are imaginary lines used to identify absolute location on Earth’s surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates.

Students in grade five became familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of Earth’s equator, while longitude measures distance east and west of the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles. Parallels of latitude are imaginary circles that run around Earth parallel to the equator.

Students should be able to use coordinates of latitude (including degrees North or South) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point’s position on Earth’s surface in relation to the prime meridian.

Latitude describes a point’s position on Earth’s surface in relation to the equator.

Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.

The game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.

Sample Question Stems and Performance Tasks

- On the map below, mark the location of the following coordinate points ___ S, ___ E
- What city is on the map located at the following coordinate points ____ N, ____ E?
- Using the information from the map, match the locations to the corresponding coordinate points.
- Arrange the following places east to west based on their longitude.
- Explain how to use latitude and longitude to find the absolute location of a place.

5.GE.5 (Prior Grade Standard)
Latitude and longitude can be used to make observations about location and generalizations about climate.

(Future Grade Standard)
N/A
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 6

<table>
<thead>
<tr>
<th>GE.5</th>
<th>Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− How regions are classified</td>
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<tr>
<td></td>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td></td>
<td>− Criteria</td>
</tr>
<tr>
<td></td>
<td>− Landforms</td>
</tr>
<tr>
<td></td>
<td>− Population</td>
</tr>
<tr>
<td></td>
<td>− economics</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Reasoning

**Broad Learning Target:**
− The student can describe, classify, and compare regions within the Eastern Hemisphere using various criteria.

**Underpinning Knowledge Learning Targets:**
− The student can identify various criteria used to determine a region.
− The student can explain how landforms are used to describe a region.
− The student can explain how climate is used to describe a region.
− The student can explain how population is used to describe a region.
− The student can explain how culture is used to describe a region.
− The student can explain how economic characteristics are used to describe a region.

**Underpinning Reasoning Learning Targets:**
− The student can classify a region on a map using provided criteria.
− The student can compare regions of the Eastern Hemisphere based on landform, climate and cultural characteristics.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

- Regions are human constructs used to identify and organize areas of the Earth’s surface based upon shared characteristics. Regions can be determined based upon various criteria:
  - Landform refers to the shape, form or nature of physical feature of earth’s surface (e.g., plains, hills, plateaus, mountains).
  - Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
  - Population includes data about the people who live in a selected area (e.g., population density, birth rates).
  - Culture is the learned behavior of people, including belief systems and languages.
  - Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

Sample Question Stems and Performance Tasks

- Based on the characteristics shown on the map below, the region shown could be classified as what type of region?

- On the map of Africa below highlight the landforms which define North Africa.

- Use the characteristics shown on the two maps below compare the population patterns of each region.

5.GE.6 (Prior Grade Standard)
Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).

(Future Grade Standard)
N/A
# Ohio’s Learning Standards (2018) - Clear Learning Targets
## Social Studies, Grade 6

**GE.6a**

<table>
<thead>
<tr>
<th>Explain how variations among physical environments in the Eastern Hemisphere influence human activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td>− Impact of the environment on human activities</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td>− How humans modify the environment to meet their needs</td>
</tr>
</tbody>
</table>

**Academic Vocabulary/Language**

**Tier 2**

− Explain
− Variations
− Influence

**Tier 3**

− Physical Environments

---

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**

− The student can explain how variations among physical environments in the Eastern Hemisphere influence human activities.

**Underpinning Knowledge Learning Targets:**

− The student can define and cite examples of physical features.
− The student can identify variations in physical features in regions of the Eastern Hemisphere.

**Underpinning Reasoning Learning Targets:**

− The student can explain how waterways impact human settlement patterns.
− The student can explain how harsh climates impact human settlement patterns.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

- List multiple physical environments on the board and then brainstorm how these variations in the physical environment have influenced how people live. Have students role play a human activity that might occur in a particular environment. Distribute environmental cards to student groups. Have them research the lifestyle of people living in that environment and select a human activity to role play or present to the class. Students should be able to explain the connection between the environment and the human activity.

Sample Question Stems and Performance Tasks

- Why are many large cities located near waterways?

- What is the relationship between the physical environment of the Arctic and the population of the region?

- What human activity developed to adapt to the annual flooding in Southeast Asia?

- Look at the map below. Which region would be likely to have a higher population based on the physical environment of the area?

5.GE.7(Prior Grade Standard)

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

(Future Grade Standard)

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

**Social Studies, Grade 6**

| *GE.6b* | **Ultimate Learning Target**

**Type: Knowledge**

Explain how human activities have altered the physical environments of the Eastern Hemisphere.

| **Essential Understanding**

− How humans adapt the environment.

| **Extended Understanding**

− Consequences of human modification of the environment

| **Academic Vocabulary/Language**

**Tier 2**

− Explain

**Tier 3**

− Modifications

− Physical Environments

− Unintended Consequences

| **Broad Learning Target:**

− The student can explain how human activities have altered the physical environments of the Eastern Hemisphere.

| **Underpinning Knowledge Learning Targets:**

− The student can identify ways humans modify the environment.

− The student can explain how human modifications are connected to needs in particular environments.

− The student can explain unintended consequences of various human modifications to the environment.

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Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.

− Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

Sample Question Stems and Performance Tasks

− The Middle East region has an arid climate. How have humans modified the environment in this region to meet their needs?

− Match the human modifications in the boxes on the left with the physical environment features on the right.

− Create a t-chart that shows positive and negative consequences of a specific modification of the environment.

− Look at the physical map below. Suppose you were going to establish a settlement in Region A. What modifications to the environment would you need to make in order to meet your needs?

5.GE.7 (Prior Grade Standard)

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

(Future Grade Standard)

N/A
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 6

**GE.7a**

**Ultimate Learning Target**

Type: Knowledge

**Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.**

<table>
<thead>
<tr>
<th><strong>Essential Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for migration and diffusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extended Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasting impact of movement of people, products, and ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary/Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
</tr>
<tr>
<td>Explain</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Tier 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Factors</td>
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<tr>
<td>Environmental Factors</td>
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<tr>
<td>Social Factors</td>
</tr>
<tr>
<td>Economic Factors</td>
</tr>
<tr>
<td>Diffusion</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**

- The student can explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.

**Underpinning Knowledge Learning Targets:**

- The student can cite political factors that cause movement of people, products, and ideas.
- The student can cite environmental factors that cause movement of people, products, and ideas.
- The student can cite social factors that cause movement of people, products, and ideas.
- The student can cite economic factors that cause movement of people, products, and ideas.

**Underpinning Reasoning Learning Targets:**

- The student can classify examples of movements of people, products and ideas by the factors that caused their movement.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five.

- During grade six, students will study some of the political, environmental, social and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today. These factors include:
  - Political: changes in political leadership, citizen rights, etc.
  - Environmental: climate, natural disasters, etc.
  - Social: discrimination, intolerance, religious freedom, etc.
  - Economic: the availability of resources, changes in trade patterns, employment opportunities, etc.

- Have students create a case study examining a current migration pattern in the Eastern Hemisphere (e.g., students can investigate why the population of Beijing has grown so significantly in the past few decades).

Sample Question Stems and Performance Tasks

- Explain two environmental factors that cause people to migrate from place to place.

- The boxes below show various reasons for migration. Classify the boxes as political, environmental, social, or economic by moving them into the correct column.

- What is one example of a political factor that causes people to migrate?

- Explain four factors that contribute to the spread of goods from place to place.

- How does trade contribute to the diffusion of ideas?

5.GE.9 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

7.GE.13 (Future Grade Standard)

Geographic factors promote or impede the movement of people, products and ideas.
<table>
<thead>
<tr>
<th>GE.7b</th>
<th>Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Long-term impact of migration and diffusion</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Evaluation of positive and negative consequences of migration and diffusion</td>
</tr>
<tr>
<td><strong>Academic Vocabulary/Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
<td>Describe</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>Lasting Impact</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>Diffusion</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Knowledge**

**Broad Learning Target:**
- The student can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

**Underpinning Knowledge Learning Targets:**
- The student can define and explain lasting impact.
- The student can define and explain cultural diffusion.
- The student can explain the lasting impact of trade among regions.
- The student can explain the lasting impact of the diffusion of religion in the Eastern Hemisphere.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.

Sample Question Stems and Performance Tasks

− Describe two lasting impacts of trade on the Eastern Hemisphere.

− What factors have led to the increase of English speakers in the Eastern Hemisphere?

− How did trade contribute to the spread of Islam in the Eastern Hemisphere?

− Which example below shows the lasting impact of cultural diffusion in the Eastern Hemisphere?

− Each box below shows an example of cultural diffusion in the Eastern Hemisphere. Move the box to the chart to show the lasting impact of each example.

− On a map of the Eastern Hemisphere, show two examples of how cultural diffusion has impacted regions in the Eastern Hemisphere. First, label a product or idea in the region where it began. Next, draw arrows to show a region where the product or idea has spread. Then write a statement that explains the lasting impact of this diffusion on the region.

5.GE.9 (Prior Grade Standard)
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

7.GE.14 (Future Grade Standard)
Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
### GE.8a

**Ultimate Learning Target Type:** Knowledge

**Type:** Knowledge

**Essential Understanding**
- Origins of modern cultural practices and products

**Extended Understanding**
- Evaluation of positive and negative consequences of migration and diffusion

**Academic Vocabulary/Language**
- **Tier 2**
  - Explain
  - Tradition
- **Tier 3**
  - Diffusion
  - Cultural Practices
  - Cultural Products

### Broad Learning Target:
- The student can explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.

### Underpinning Knowledge Learning Targets:
- The student can define and give examples of tradition.
- The student can define and give examples of diffusion.
- The student can define and give examples of cultural practices.
- The student can define and give examples of cultural products.
- The student can explain how tradition has influenced modern cultural practices and products.
- The student can explain how diffusion has influenced modern cultural practices and products.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Diffusion can be defined as the spread of people, ideas, technology, and products among places.

- As systems of trade and transportation developed, people traveled and migrated across continents, spreading their agricultural practices, cultural practices and products. These practices and products from the river civilizations can be found in modern society.

Sample Question Stems and Performance Tasks

- Explain two modern cultural practices in the Eastern Hemisphere and identify the ancient source for each practice.

- Which is an example of a modern cultural practice that was influenced by a practice from Ancient China?

- Identify four factors that spread goods and ideas from place to place.

- Choose a region in the Eastern Hemisphere. Explain two examples of how tradition and two examples how diffusion has influenced modern cultural practices or products in the region.

- A modern cultural practice or product is shown in each box on the left. Match the practice or product with its ancient origin in the boxes on the right.

5.GE.9 (Prior Grade Standard)
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

7.GE.15 (Future Grade Standard)
Improvements in transportation, communication and technology have facilitated cultural diffusion among people around the world.
| **Ohio’s Learning Standards (2018) - Clear Learning Targets** |  
| Social Studies, Grade 6 |  

**GE.8b** Describe the influence of religious diffusion in the modern world.

| **Essential Understanding** | How religious diffusion has influenced the modern world |
| **Extended Understanding** | Evaluation of positive and negative consequences of religious diffusion |

| **Academic Vocabulary/Language** |
| **Tier 2** |
| Influence |
| **Tier 3** |
| Religious |
| Diffusion |
| Buddhism |
| Christianity |
| Hinduism |
| Islam |
| Judaism |

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

**Broad Learning Target:**  
The student can describe the influence of religious diffusion in the modern world.

**Underpinning Knowledge Learning Targets:**
- The student can identify the geographic origins, founding leaders and teachings of Buddhism.
- The student can identify the geographic origins, founding leaders and teachings of Christianity.
- The student can identify the geographic origins, founding leaders and teachings of Hinduism.
- The student can identify the geographic origins, founding leaders and teachings of Islam.
- The student can explain the influence of Buddhism on the modern world.
- The student can explain the influence of Christianity on the modern world.
- The student can explain the influence of Hinduism on the modern world.
- The student can explain the influence of Islam on the modern world.
- The student can explain the influence of Judaism on the modern world.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify:
  - the geographic origins,
  - founding leaders; and
  - basic teachings.

- The five major world religions include:
  - Buddhism;
  - Christianity;
  - Hinduism;
  - Islam; and
  - Judaism.

- As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world.

- Have students design and complete a graphic organizer that compares the core beliefs of the world’s five major religions.

Sample Question Stems and Performance Tasks

- Describe how the spread of Hinduism in Southern and Southeast Asia influenced the eventual spread of Buddhism in Asia.

- On the map below, place the world religions in the correct place to identify where the religion began. Then, draw an arrow to indicate the direction in which the religion spread throughout the Eastern Hemisphere.

- Complete the graphic organizer by identifying the religion based on the description provided.

- Which is an example of the influence of Christianity on the modern world?

- How did the diffusion of Islam influence the modern world?

- The boxes on the left show the basic beliefs of world religions. Match the boxes with the statements on the right to show the influence of each religion.

<table>
<thead>
<tr>
<th>5.GE.9 (Prior Grade Standard)</th>
<th>7.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 Western Hemisphere today.</td>
<td>Improvements in transportation, communication and technology have facilitated cultural diffusion among people around the world.</td>
</tr>
</tbody>
</table>
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 6

<table>
<thead>
<tr>
<th>G0.9a</th>
<th>Use a variety of historic and contemporary sources to communicate and defend a claim on a topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential Understanding</td>
</tr>
<tr>
<td></td>
<td>- Understanding multiple perspectives in sources</td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td>- Evaluating arguments and perspectives</td>
</tr>
<tr>
<td></td>
<td>Academic Vocabulary/Language</td>
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<tr>
<td></td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>- Perspective</td>
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<td></td>
<td>- Viewpoint</td>
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<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>- Historic</td>
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<td></td>
<td>- Contemporary</td>
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<tr>
<td></td>
<td>- Source</td>
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</tbody>
</table>

Ultimate Learning Target
Type: Skill

Broad Learning Target:
- The student can use a variety of historic and contemporary sources to communicate and defend a claim on a topic.

Underpinning Knowledge Learning Targets:
- The student can define and give examples of historic sources.
- The student can define and give examples of contemporary sources.

Underpinning Skills Learning Targets:
- The student can identify the perspective in a given source.
- The student can compare perspectives in different sources.

Underpinning Reasoning Learning Target:
- The student can classify a source as primary or secondary.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− Students at this level continue developing civic participation skills by using evidence from a variety of historic and contemporary sources to communicate and defend a claim. Each source reflects a specific bias or perspective on a topic.

− In grade seven, students will learn about historical perspective. Historical perspective is the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today’s norms and values.

− Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources. Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed.

Sample Question Stems and Performance Tasks

− You have been assigned a research project on the following question:_______________. Identify four types of sources that you could use to research this topic.

− When looking for an answer to a research question, why is it important to use a variety of sources?

− What perspective is reflected in the passage below?

− Read the two sources below and compare the perspectives in each source.

− Classify each source in the boxes below as primary or secondary. Move the boxes to the correct column on the chart.

5.GO.11 (Prior Grade Standard)

Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

7.HI.1 (Future Grade Standard)

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

7.GO.16 (Future Grade Standard)

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G0.9b</strong> Examine a variety of sources for accuracy.</td>
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</tbody>
</table>

**Broad Learning Target:**
− The student can examine a variety of sources for accuracy.

**Underpinning Knowledge Learning Targets:**
− The student can explain the importance of examining sources for accuracy.
− The student can identify four questions to ask to determine the accuracy of a source.

**Underpinning Skills Learning Targets:**
− The student can assess the accuracy of information in a given source.
− The student can explain why one source is potentially more accurate than another source on a single topic.

**Underpinning Reasoning Targets:**
− The student can categorize given sources based on whether or not they provide accurate information.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− Students should understand the importance of examining the accuracy of a source by considering the following:
  ● Can the information be verified in other sources?
  ● What are the author’s sources of information?
  ● Is the information original or reprinted/excerpted from another source?
  ● How does the source compare with others on the same topic?

− Fact Check ED: www.factchecked.org – This website provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.

Sample Question Stems and Performance Tasks

− You are writing a research project for social studies class. You need to read different perspectives about _____, and check your sources for accuracy. Write four questions that you could ask about her sources to check them for accuracy.

− Which sources below would likely have accurate information about _____?

− Read the statement below. To check the accuracy of this statement, what is one source you might use? How would you check this source for accuracy?

− Read the passage below. Then read the statements in the boxes below the passage. Determine whether each source provides accurate information. Move the boxes to the correct column on the chart.

− Read the passage below and answer the following questions:
  1. What are the author’s sources of information?
  2. Is the information original or reprinted/excerpted from another source?

5.GO.11 (Prior Grade Standard)

Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

7.HI.1 (Future Grade Standard)

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

7.GO.16 (Future Grade Standard)

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
## Ohio’s Learning Standards (2018) - Clear Learning Targets

### Social Studies, Grade 6

**GO.10a**

Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of types of government</td>
<td>Citizens</td>
</tr>
<tr>
<td></td>
<td>Democracy</td>
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<tr>
<td></td>
<td>Dictatorship</td>
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<tr>
<td></td>
<td>Monarchy</td>
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<tr>
<td></td>
<td>Theocracy</td>
</tr>
<tr>
<td></td>
<td>Governing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating advantages and disadvantages of types of government</td>
</tr>
</tbody>
</table>

### Broad Learning Target:

- The student can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

### Underpinning Knowledge Learning Targets:

- The student can explain how power is attained and held in a democracy.
- The student can explain the relationship between those governing and those being governed in a democracy.
- The student can identify rights of citizens in a democracy.
- The student can explain how power is attained and held in a dictatorship.
- The student can explain the relationship between those governing and those being governed in a dictatorship.
- The student can identify rights that may be denied in a dictatorship.
- The student can explain how power is attained and held in a monarchy.
- The student can identify rights that may be denied in a monarchy.
- The student can explain the relationship between those governing and those being governed in a monarchy.
- The student can explain how power is attained and held in a theocracy.
- The student can identify rights that may be denied in a theocracy.
- The student can explain the relationship between those governing and those being governed in a theocracy.

### Underpinning Reasoning Learning Targets:

- The student can classify a government based on characteristics provided.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.

− Students should understand how power is attained and held, and the relationship between those governing and those being governed for each type of government listed below:
  ● A monarchy is a government in which authority over the people is retained through a ruling family (e.g., Saudi Arabia).
  ● A democracy is a government where the power of those in authority is limited because the people retain the supreme power (e.g., United States).
  ● A dictatorship is a government where a ruler or small group with absolute power over the people, often through fear and/or force (e.g., North Korea).
  ● A theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

− As students develop an understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.


Sample Question Stems and Performance Tasks

− Identify two rights that may be denied by a monarchy.
− Identify one religious right that would be gained in the transfer from a dictatorship to a democracy.
− Complete a Venn diagram by comparing how power is attained and held in a monarchy and dictatorship.
− Which government type would provide the most rights to the people? Which would provide the least rights?
− The chart below lists the characteristics of four types of government. Label each type based on the characteristics shown.
− Citizens' liberties and limits on government authority differ depending on the type of government in a country. Decide whether each feature below applies to a democracy or dictatorship and move the boxes to the type of government.
− Under what system of government are leaders typically chosen by church officials or religious elders?
− In a democracy, what is the source of authority for the government?

5.GO.12 (Prior Grade Standard)
Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

7.GO.17 (Future Grade Standard)
Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.
**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 6**

**GO.10b**

Explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems with categorizing/labeling actual governments</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
</tr>
<tr>
<td></td>
<td>Overlap</td>
</tr>
<tr>
<td></td>
<td>Misrepresent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing the extent to which an actual government matches its label.</td>
<td>Governing</td>
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<tr>
<td></td>
<td>Governed</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**

- The student can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

**Underpinning Knowledge Learning Targets:**

- The student can explain why actual systems of government are not easily categorized.
- The student can explain why the use of labels of monarchy, theocracy, dictatorship or democracy does not always reflect the relationship between those governing and those governed.
- The student can give examples of how countries might use a combination of two governmental systems.
- The student can give examples of how labels of a government may not reflect the reality of how the country is governed.
Students should also recognize that actual systems of government are not always easily categorized and can be misrepresented.

Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent. Governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea. North Korea, in reality, is a communist state led by a dictator. The United Kingdom has a royal family, which suggests a monarchy, but the constitutional monarchy is, in practice, much closer to a democracy.

**Career Connections:** Students will research careers in government and public service, such as elected official, civil servant, lobbyist, public opinion analyst, law enforcement officer, etc. Students may be able to interview (live or through email) individuals who work in these fields. (CCS)

**Sample Question Stems and Performance Tasks**

- Complete the graphic organizer by showing how the government of the United Kingdom reflects characteristics of both a democracy and a monarchy.
- How does the label “Democratic People’s Republic of Korea” misrepresent the relationship between the government and its citizens?
- What is one example of how a label of the type of government does not reflect the actual relationship between those governing and those being governed?
- What characteristics might lead a country to be classified as both a theocracy and a dictatorship?

**5.GO.12 (Prior Grade Standard)**

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**7.GO.17 (Future Grade Standard)**

Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

**Social Studies, Grade 6**

<table>
<thead>
<tr>
<th>EC.11</th>
<th>Compare economic data sets to identify relationships and draw conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Drawing conclusions from data sets</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Making future economic predictions from data sets</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td></td>
<td>- Compare</td>
</tr>
<tr>
<td></td>
<td>- Conclusion</td>
</tr>
<tr>
<td></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>- Economic Data</td>
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<td></td>
<td>- Exports</td>
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<td></td>
<td>- Imports</td>
</tr>
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<td></td>
<td>- Natural Resources</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can compare data sets to identify relationships and draw conclusions.

**Underpinning Knowledge Learning Targets:**
- The student can define and explain international trade, exports, and imports.
- The student can define and give examples of natural resources.
- The student can explain the relationship between trade patterns and the availability of natural resources.
- The student can define and give examples of data related to population including birth rate and income.

**Underpinning Reasoning Learning Targets:**
- The student can draw conclusions from data in bar graphs.
- The student can draw conclusions from data in circle graphs.
- The student can draw conclusions from data in line graphs.
- The student can draw conclusions from data in charts.
- The student can adjust a country’s import and export levels to reflect its resources and needs.
- The student can use compare economic production across several countries to assess which countries would likely trade with one another.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Students at this level begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade, availability of natural resources, or population.

- Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them. Examples of relationships between data sets could be:
  - exports and imports;
  - trade patterns and the availability of natural resources; and
  - life expectancy and level of education.

- Have students work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Challenge students to use the chart to make inferences using the following questions: Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do the geographic features influence the economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?

Sample Question Stems and Performance Tasks

- The chart below compares oil reserves and populations of four different countries. Which country has the most oil available to export?

- Based on the chart below, how should Country X adjust its trade policy?

- Use the chart below to determine which countries would likely trade with each other.

- Based on the graphs below, what conclusion can you draw about the availability of natural resources in the two countries?

- What do the line graphs below show about the population growth in the two countries?

- From the data in the graphs below, what conclusion can you reach about the relationship between birth rate and income and in these four countries?

5.EC.13(Prior Grade Standard)

Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

(Future Grade Standard)

N/A
## EC.12

**Ohio’s Learning Standards (2018) - Clear Learning Targets**  
**Social Studies, Grade 6**

<table>
<thead>
<tr>
<th>Predict the present and future consequences of an economic decision.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how individuals and societies may evaluate the choice differently.</td>
<td>Explaining differences in how people make choices and evaluate consequences</td>
</tr>
</tbody>
</table>

### Essential Understanding
- Explaining differences in how people make choices and evaluate consequences

### Extended Understanding
- Evaluating economic decisions based on consequences

### Academic Vocabulary/Language Tier 2
- Predict
- Consequence
- Evaluate
- Choice

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**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can predict the present and future consequences of an economic decision.
- The student can explain how individuals and societies may evaluate the choice differently.

**Underpinning Knowledge Learning Targets:**
- The student can define and explain consequence.
- The student can explain that choices have present and future consequences.
- The student can explain that choices people make are relative and differ across individuals and societies.
- The student can explain that people choose to do the things they think are best for them.

**Underpinning Reasoning Learning Targets:**
- The student can predict the present and future consequences of purchasing an item made locally or imported.
- The student can predict the present and future consequences of modifying the environment.

**Underpinning Skills Targets:**
- The student can identify and compare multiple perspectives on an economic decision.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- This content statement builds on foundational understanding that began in kindergarten of economic choices and their consequences.
- Students will understand and be able to predict the present and future consequences of personal and collective economic choices.
- Students at this level will examine the choices of individuals and governments that lead to economic decision making.
- Students will evaluate and predict the resulting consequences, which are relative to individuals and societies.
- Have students investigate the present and future consequences of purchasing an item made locally or imported. Connect to students’ lives by allowing them to investigate an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.
- **Career Connection:** Students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).
- Have students investigate a choice made to improve access to water (like the Chinese dam on the Yangtze River) discussing both present and future consequences. Students should be challenged to view the choices from multiple perspectives and think about how the evaluation of choices may differ among individuals and societies based on differing values and priorities (environmentalist views vs. those of a construction worker).

Sample Question Stems and Performance Tasks

- How does ____ civilization make and evaluate economic choices? How is this different than other civilizations in the Eastern Hemisphere?
- If you have a choice between buying a product that is made locally or importing the product from another country, what factors would you use to make your decision?
- After researching both sides of the issue of ____, prepare a position statement defending one side of the debate. Be sure to address the arguments of both sides, but explain why you find one side of the argument more persuasive. Support your argument with evidence and valid reasoning.

5.EC.14(Prior Grade Standard)
The choices people make have both present and future consequences.

7.EC.19 (Future Grade Standard)
Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.
| EC.13 | Explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce. | **Essential Understanding** | **Academic Vocabulary/Language**
**Tier 3**
- economic questions
- producer
- consumer
- productive resources
- human resources
- capital goods
- natural resources
- demand |
<table>
<thead>
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<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>How the fundamental economics questions are answered</td>
<td><strong>Extended Understanding</strong></td>
<td>How different economic systems answer the fundamental economic questions</td>
</tr>
</tbody>
</table>
| **Academic Vocabulary/Language**
**Tier 3** | --- | --- | --- |
| | --- | --- | --- |
| **Ultimate Learning Target** | **Broad Learning Target:**
- The student can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce. | **Underpinning Knowledge Learning Targets:**
- The student can identify the fundamental economic questions.
- The student can define productive resources.
- The student can define demand.
- The student can explain the factors that determine how societies decide what to produce and how to produce it.
- The student can explain the factors that determine how societies decide for whom to produce. | **Underpinning Reasoning Learning Targets:**
- The student can explain the relationship between scarce resources and the need to make economic decisions.
- The student can explain the relationship between availability of productive resources and how the fundamental economic questions are answered.
- The student can explain the relationship between demand, means of distribution and how the fundamental economic questions are answered. |
Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.

- Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods and natural resources).
- Decisions about for whom to produce are often based on demand and means of distribution.
- Working in small groups, assign students a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and have students invent a new product targeted to that group. Have students identify what resources they would need and how they would produce the item. Then, have students create an advertisement to market their item to their targeted group.

Sample Question Stems and Performance Tasks
- Identify two of the fundamental questions of economics.
- Identify two factors that would limit the production of a good or service.
- Identify one means used in determining for whom to produce a good or service.
- Explain the role of natural resources in how a society determines what to produce.
- Describe two factors that can influence how a society produces goods or services.
- Societies make decisions about what to produce, how to produce it, and for whom to produce. Decide whether each factor influences the decision of what to produce and how to produce it or the decision about for whom to produce. Move each box on the left to the correct space on the right.
- Jessica wants to open a new ice cream shop. She had found information that can help her start this business. Move the boxes to decide whether each piece of information would help Jessica answer the question of what to produce or how to produce.

(Prior Grade Standard)  N/A
(Future Grade Standard)  N/A
**Ohio’s Learning Standards (2018) - Clear Learning Targets**  
**Social Studies, Grade 6**

<table>
<thead>
<tr>
<th>EC.14</th>
<th>Explain how specialization leads to global trade.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− How specialization leads to trade</td>
<td>− specialization</td>
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<tr>
<td></td>
<td></td>
<td><strong>Extended Understanding</strong></td>
<td>− trade</td>
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<tr>
<td></td>
<td></td>
<td>− How the variability in the distribution of resources contributes to specialization, trade, and interdependence</td>
<td>− productive resources</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**  
Type: Reasoning

**Broad Learning Target:**
− The student can explain how specialization leads to global trade.

**Underpinning Knowledge Learning Targets:**
− The student can define productive resources
− The student can define specialization.
− The student can define trade.
− The student can describe how global trade occurs.

**Underpinning Reasoning Learning Targets:**
− The student can explain the relationship between limited availability of productive resources and specialization.
− The student can indicate which countries would likely engage in trade based on their resources.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.

- When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.

- Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans) or manufactured items (e.g., toys, clothing).

- Identify several countries that are trading partners. Have students explain why these countries depend on each other and create a map to visually show the trading relationship between the countries. Color-code and label the lines to indicate imports and exports. Ask students to hypothesize what would happen if one of the countries stopped trading with the others or were unable to produce a particular product.

- Have students investigate where items in the classroom and their homes were made. In mixed-ability groups, have students locate and graph where numerous items in the classroom were made. Students can independently research numerous items at home and graph the location of where those items were made. Discuss the relationship between resources available in world regions with the items produced in those regions. Discuss how availability of resources leads to specialization and global trade.

Sample Question Stems and Performance Tasks

- Which situation will most likely contribute to trade between two countries?

- Suppose a country has many natural resources, but almost no manufacturing. Which trading plan would this country be most likely to follow?

- What is one benefit of global trade?

- A chart comparing the different goods that countries specialize in producing, compared to the goods they need to import, is shown. Based on the chart, which two countries might set up a trade in agricultural products and fuel mining industries.

5.EC.15 (Prior Grade Standard)
The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

7.EC.20 (Future Grade Standard)
The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
Social Studies, Grade 6 |
|---|---|
| **Explain how supply, demand and competition interact to determine price.**  
Explain how supply, demand and competition interact to influence quantities of inputs and outputs. | **Essential Understanding**  
− Relationship among supply, demand, competition, price, and inputs/outputs  
**Extended Understanding**  
− Impact of government on markets |
| | **Academic Vocabulary/Language Tier 3**  
− Supply  
− Demand  
− Competition  
− Inputs  
− Outputs |

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
− The student can explain how supply, demand and competition interact to determine price.  
− The student can explain how supply, demand and competition interact to influence quantities of inputs and outputs.

**Underpinning Knowledge Learning Targets:**
− The student can define and explain supply and demand.  
− The student can define and explain competition.  
− The student can define and explain inputs and outputs.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

- The availability of a good or service and the demand for that good or service interact to determine price. Examples of this interaction include:
  - Demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, therefore, gasoline prices rise.
  - When refinery production exceeds demand, producers drop gasoline prices to encourage car owners to purchase more gasoline.

- Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For example, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers. The interaction of supply, demand, and competition influences the quantities of goods and services produced (output) and therefore, the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources and capital) used. As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their output (copies of the game), as well as their use of input (productive resources like plastic to create discs and workers to package them).


- Career Connection: Students will interview a business owner (live or through email) to find out how the business is influenced by competition, supply, demand and price. (CC5)
Sample Question Stems and Performance Tasks

- Which situation would give a business more control over the price of its product?

- During the holiday season, more people decide to purchase DVDs. What action will DVD producers take in response?

- The availability of a good or service and the demand for the good or service interact to determine price. If oil refinery production is greater than the demand, what will producers do to the price of gasoline?

- Decide which factors in the boxes below will lead to an increase in the price of a good or service, and which factors will lead to a decrease in the price. Move the boxes on the left to the correct space on the right.

- As the demand for T-shirts increases and the price of T-shirts, how will T-shirt producers likely respond?

- When several stores in the same neighborhood sell the same video game system, what will likely happen?

- Complete the cause-and-effect diagram to illustrate the relationship among supply, demand and competition to determine the price of goods.

(Prior Grade Standard) 8.EC.24(Future Grade Standard)

N/A Governments can impact markets by means of spending, regulations, taxes, and trade barriers.
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 6

<table>
<thead>
<tr>
<th>EC.16</th>
<th>Explain how individuals compare price and quality when selecting goods and services to buy.</th>
</tr>
</thead>
</table>
|       | **Essential Understanding**  
|       | − How individuals use price and quality to decide what to buy  
|       | **Extended Understanding**  
|       | − Explain factors that contribute to price and quality of goods  |
|       | **Academic Vocabulary/Language**  
|       | Tier 3  
|       | − Goods  
|       | − Services  |

**Ultimate Learning Target**
Type: Knowledge

**Broad Learning Target:**
− The student can explain how individuals compare price and quality when selecting goods and services to buy.

**Underpinning Knowledge Learning Targets:**
− The student can define goods and services.
− The student can identify sources of information on price and quality of goods and services.
− The student can cite reasons why items produced overseas might have lower prices than those produced in the U.S.
− The student can discuss the pros and cons of purchasing foreign-made products.
Financial literacy in grade six is related to the Economics Content Statements 13-15, in the topics of scarcity and markets. Students should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality, including print and Web-based advertising, personal recommendations and independent reviews.

Many consumer products currently are produced and/or assembled in Asia. Students can explore reasons why items manufactured in Asia (e.g., clothing, toys, electronics) might have lower prices than those produced in the United States. They can discuss the pros and cons of purchasing foreign-made products, including price and quality.

Sample Question Stems and Performance Tasks

- As a consumer, you have to decide what goods and services you want to purchase. What factors should you consider when deciding what to buy?

- Suppose you are going to purchase a new cell phone. What sources of information could you use to determine the price and quality of various brands of cell phones?

- Examine the labels on your clothes and electronic devices. How many items are made in the United States? How many items are made in Asia? Why do companies import goods from other countries instead of making them in the U.S.?

- Create a t-chart and list the pros and cons of purchasing foreign-made products.

5.EC.18 (Prior Grade Standard)
Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

7. EC.25(Future Grade Standard)
The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Social Studies, Grade 6

**FL.1,2,5-8**

Read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.

**Essential Understanding**
- How to be financially responsible

**Extended Understanding**
- Long-term impact of financial decisions

### Academic Vocabulary/Language Tier 3
- Financial Responsibility
- Financial Conditions
- Material Well-Being

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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 describe how financial institutions offer a variety of products and services to address financial responsibility. (7)
- The student can identify ways financial experts provide guidance and advice on a wide variety of financial issues. (8)
- The student can explain how taxes, retirement, insurance, employment, benefits, and both voluntary and involuntary deductions impact take-home pay. (5)

**Underpinning Skills Learning Targets:**
- The student can demonstrate financial responsibility by being accountable for managing money to satisfy current and future economic choices. (1)
- The student can demonstrate financial responsibility through life-long decision-making strategies which include consideration of alternatives and consequences. (2)
- The student can demonstrate financial responsibility through the development of a spending and savings plan (personal budget). (6)
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Financial Responsibility and Decision Making:
  - 1. Financial responsibility entails being accountable for managing money to satisfy one’s current and future economic choices.
  - 2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.
  - 5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.

- Planning and Money Management
  - 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. Financial experts provide guidance and advice on a wide variety of financial issues

Sample Question Stems and Performance Tasks

- Describe two strategies you can use to demonstrate financial responsibility.

- Which decision below shows financial responsibility?

- Why is important to development a personal budget? What should be included in your personal budget?

- Suppose you have received some unexpected income. Develop a plan to manage this money.

5.EC.18 (Prior Grade Standard)
Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

7. EC.25(Future Grade Standard)
The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.