

**Comparison of the Ohio Academic Content Standards and Proficiency Learning Outcomes
Social Studies – Grade 6 (Grade Band 6 – 8)**

Ohio has adopted academic content standards in social studies. These standards describe what students should know and be able to do and go beyond the proficiency learning outcomes. Over the next several years, Ohio will implement a standards-based assessment system. New achievement tests will replace the current proficiency tests.

This chart shows the match between the academic content standards and the sixth-grade proficiency learning outcomes. The academic content standards provide the basis for instructional planning, and educators can use this chart as a supplementary resource while new achievement tests are being developed.

Ohio Academic Content Standards Grades 6-8 Benchmarks	Sixth- Grade Proficiency Learning Outcomes and Excerpts From <i>Information Guide</i>
<p>History Standard A. Interpret relationships between events shown on multiple-tier time lines.</p>	<p>American Heritage 1. Demonstrate knowledge of and ability to think about the relationship among events: (a) group significant individuals by broadly defined historical eras, (b) utilize multiple-tier time lines.</p> <p>Items addressing this learning outcome refer to the significance of individuals or historical events in the context of other individuals or events and various time periods. . . .</p> <p>Some items for <i>1a</i> and all of the items for <i>1b</i> will require students to use multiple-tier time lines. A multiple-tier time line is a time line that utilizes two or more rows of events, each row representing a different set of subjects or topics occurring during the period under study.</p>
	<p>2. Utilize a variety of resources to consider information from different perspectives about North America: (a) identify the central idea an historical narrative attempts to address, (b) inquire into the relative credibility of sources.</p>
	<p>3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.</p>
	<p>4. Identify a significant individual from a region of the world other than North America and discuss cause-and-effect relationships surrounding a major event in the individual's life.</p>

<p>People in Societies Standard A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures</p>	<p>People in Societies 5. Compare the gender roles, religious ideas, or class structures in two societies.</p> <p>Students could be asked to identify similarities or differences in characteristics of different societies.</p>
<p>People in Societies Standard B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p>	<p>6. Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past.</p> <p>Items addressing this learning outcome require students to examine past experiences of various cultural groups. . . . The items will contain information for students to interpret.</p>
<p>People in Societies Standard C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p>	<p>7. Describe how the customs and traditions of immigrant and other groups have shaped American life.</p> <p>Items for this outcome explore some of the ways life in the United States has been impacted by the customs and traditions of various groups.</p>
<p>Geography Standard A. Identify on a map the location of major physical and human features of each continent.</p>	<p>World Interactions 8. Utilize map skills: (a) apply latitude and longitude to locate points on maps and globes, (b) distinguish between relevant and irrelevant information on a map for a specific task.</p>
<p>Geography Standard C. Explain how the environment influences the way people live in different places and consequences of modifying the environment.</p>	<p>9. Interpret and analyze maps, charts, or graphs to formulate geographic ideas: (a) utilize time zones to compute differences in time and to describe their impact on human activities, (b) determine and explain relationships among resources, economic activities, and population distribution.</p> <p>Items for 9b use maps, charts, or graphs to illustrate climatic regions, resource distribution, population data, cultural patterns, and other types of information. Students could . . . be asked to interpret a relationship between any of the factors portrayed on maps, charts, or graphs.</p>
<p>Geography Standard B. Define and identify regions using human and physical characteristics.</p>	<p>10. Use maps of North America or the world to identify physical and cultural regions and to show relationships among regions.</p> <p>This learner outcome examines physical and cultural regions of the world. A physical region is an area characterized by common natural features of the</p>

	<p>Earth's surface which give a measure of unity and make it different from surrounding areas (e.g., a coastal plain or desert). A cultural region is an area characterized by common human features or traits which give a measure of unity and make it different from surrounding areas (e.g., a political unit or land use area).</p>
	<p>11. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.</p>
	<p>Decision Making and Resources 12. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved.</p>
	<p>13. Identify the factors that influence: (a) consumer decisions to demand goods or services, (b) producer decisions to supply goods or services.</p>
	<p>14. Identify the factors that determine the degree of competition in a market and describe the impact of competition on a market: (a) identify advantages and disadvantages of competition in the marketplace, (b) explain the general relationship between supply, demand, and price in a competitive market.</p>
<p>Economics Standard A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.</p> <p>Economics Standard B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p>	<p>15. Use information about global resource distribution to make generalizations about why nations engage in international trade.</p> <p>Productive resources are unevenly distributed around the world. While one country may have an abundance of a particular resource, another country may be lacking that resource. Trade may develop between the countries involved in this type of situation.</p>
	<p>Democratic Processes 16. Identify the main functions of the executive, legislative, and judicial branches of the United States national government and cite activities related to these functions.</p>
	<p>17. Interpret how examples of political activity illustrate characteristics of American democracy.</p>
<p>Government Standard C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>18. Classify characteristics of government that are typical of a monarchical, democratic, or dictatorial type of government.</p>

	<p>A <i>monarchal</i> type of government is headed by a single leader (a king or a queen) whose title is usually hereditary. A <i>democratic</i> type of government is one in which the people hold the power to govern and the rights of the people are guaranteed by law. A <i>dictatorial</i> type of government is headed by one person or a small group of persons holding total power with little responsibility to the people. Power is usually acquired by force or through an election in which the people have no choice.</p>
	<p>Citizenship Rights and Responsibilities 19. Analyze information on civic issues by organizing key ideas with their supporting facts.</p>
	<p>20. Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.</p>
<p>Social Studies Skills and Methods Standard D. Work effectively in a group.</p>	<p>21. Identify ways to resolve private and public conflicts based on principles of fairness and justice.</p> <p><i>Fairness</i> emphasizes impartiality and honesty in dealing with others. <i>Justice</i> stresses following a standard of what is right and proper. . . . Items addressing this outcome explore applications of fairness and justice in private and public settings.</p>
<p>Citizenship Rights and Responsibilities Standard A. Show the relationship between civic participation and attainment of civic and public goals.</p>	<p>22. Identify examples of citizen participation in political systems around the world.</p> <p>Items for this outcome will present scenarios of political activities in various countries . . . Students could be asked to identify or characterize how people participate in the political system of another country.</p>
<p>History Standard B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	
<p>History Standard C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.</p>	
<p>History Standard D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p>	
<p>History Standard E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p>	

8/1/03

History Standard F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.	
History Standard G. Analyze the causes and consequences of the American Civil War.	
Geography Standard D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	
Economics Standard C. Identify connections between government policies and the economy.	
Government Standard A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	
Government Standard B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	
Citizenship Rights and Responsibilities Standard B. Identify historical origins that influenced the rights U.S. citizens have today.	
Social Studies Skills and Methods Standard A. Analyze different perspectives on a topic obtained from a variety of sources.	
Social Studies Skills and Methods Standard B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	
Social Studies Skills and Methods Standard C. Present a position and support it with evidence and citation of sources.	