

## Comparison of The Ohio Academic Content Standards and Proficiency Learning Outcomes

### Social Studies – Grade Six (Grade Band 3-5)

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<br>Grades 3-5 Benchmarks   | Sixth- Grade Proficiency Learning Outcomes<br>and Excerpts from <i>Information Guide</i>  |
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| <p><b>History Standard</b><br/>A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p>   | <p><b>American Heritage</b><br/><b>1. Demonstrate knowledge of and ability to think about the relationship among events:</b><br/> <b>(a) group significant individuals by broadly defined historical eras,</b><br/> <b>(b) utilize multiple-tier time lines.</b></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. . . . 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><b>Social Studies Skills and Methods Standard</b><br/>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.<br/>B. Use a variety of sources to organize information and draw inferences.</p> | <p><b>2. Utilize a variety of resources to consider information from different perspectives about North America:</b><br/> <b>(a) identify the central idea an historical narrative attempts to address,</b><br/> <b>(b) inquire into the relative credibility of sources.</b></p> <p>Students need to know how to analyze information from a variety of sources. Source materials could include both primary and secondary materials. Primary materials consist of firsthand accounts created by people who were present at the time an event took place. Secondary materials are accounts created after an event has taken place by people who were not present at the time of the event.</p>  |
|  | <p><b>3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.</b></p>   |

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|   | <b>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.</b>   |
|   | <b>People in Societies</b><br><b>5. Compare the gender roles, religious ideas, or class structures in two societies.</b>   |
|   | <b>6. Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past.</b>  |
|   | <b>7. Describe how the customs and traditions of immigrant and other groups have shaped American life.</b>   |
| <b>Geography Standard</b><br>A. Use map elements or coordinates to locate physical and human features of North America.   | <b>World Interactions</b><br><b>8. Utilize map skills:</b><br>(a) apply latitude and longitude to locate points on maps and globes,<br>(b) distinguish between relevant and irrelevant information on a map for a specific task.   |
|   | <b>9. Interpret and analyze maps, charts, or graphs to formulate geographic ideas:</b><br>(a) utilize time zones to compute differences in time and to describe their impact on human activities,<br>(b) determine and explain relationships among resources, economic activities, and population distribution.  |
| <b>Geography Standard</b><br>B. Identify the physical and human characteristics of places and regions in North America.   | <b>10. Use maps of North America or the world to identify physical and cultural regions and to show relationships among regions.</b><br><br>This learner outcome examines physical and cultural regions of the world. A physical region is an area characterized by common natural features of the 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). |
| <b>People in Societies Standard</b><br>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. | <b>11. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.</b>   |

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| <p><b>Economics Standard</b><br/>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p> | <p><b>Decision Making and Resources</b><br/><b>12. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved.</b></p> <p>This learning outcome requires students to identify how the four basic factors of production (land, labor, capital, and entrepreneurship) are used to produce goods and services. [NOTE: The Academic Content Standards refer to productive resources.]</p>  |
|  | <p><b>13. Identify the factors that influence:</b><br/><b>(a) consumer decisions to demand goods or services,</b><br/><b>(b) producer decisions to supply goods or services.</b></p>   |
| <p><b>Economics Standard</b><br/>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>                                | <p><b>14. Identify the factors that determine the degree of competition in a market and describe the impact of competition on a market:</b><br/><b>(a) identify advantages and disadvantages of competition in the marketplace,</b><br/><b>(b) explain the general relationship between supply, demand, and price in a competitive market.</b></p> <p>Competition refers to the rivalry between businesses for customers. Such competition has both advantages and disadvantages to both the buyer and the seller, which the student must be able to recognize in items for <i>14a</i>.</p>  |
| <p><b>Economics Standard</b><br/>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>                                | <p><b>15. Use information about global resource distribution to make generalizations about why nations engage in international trade.</b></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><b>Government Standard</b><br/>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</p>  | <p><b>Democratic Processes</b><br/><b>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.</b></p> <p>This learning outcome focuses on the relationship between the activities and functions of branches of the national government. The main function of the legislative branch is to make laws . . . The primary function of the executive branch is to enforce the laws . . . The primary functions of the judicial branch are to interpret the meaning of the laws and to apply the laws in specific cases. . . .</p> |

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|  | <p>There are many activities related to the main functions of the branches of government. Some of these activities include:</p> <ul style="list-style-type: none"> <li>• legislative branch – writing proposed legislation and holding committee hearings;</li> <li>• executive branch – appointing official and coordinating work of agencies; and</li> <li>• judicial branch – conducting trials and sentencing convicted persons.</li> </ul> |
|  | <b>17. Interpret how examples of political activity illustrate characteristics of American democracy.</b>   |
|  | <b>18. Classify characteristics of government that are typical of a monarchal, democratic, or dictatorial type of government.</b>   |
| <p><b>Social Studies Skills and Methods Standard</b><br/>B. Use a variety of sources to organize information and draw inferences.</p>  | <p><b>Citizenship Rights and Responsibilities</b><br/><b>19. Analyze information on civic issues by organizing key ideas with their supporting facts.</b></p>   |
|  | <b>20. Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.</b>  |
|  | <b>21. Identify ways to resolve private and public conflicts based on principles of fairness and justice.</b>   |
|  | <b>22. Identify examples of citizen participation in political systems around the world.</b>  |
| <p><b>History Standard</b><br/>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p>                  |   |
| <p><b>History Standard</b><br/>C. Explain how new developments led to the growth of the United States.</p>   |   |
| <p><b>People in Societies Standard</b><br/>A. Compare practices and products of North American cultural groups.</p>  |   |
| <p><b>Geography Standard</b><br/>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p> |   |
| <p><b>Geography Standard</b><br/>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>                                   |   |

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| <p><b>Economics Standard</b><br/>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</p>   |  |
| <p><b>Government Standard</b><br/>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</p> |  |
| <p><b>Citizenship Rights and Responsibilities Standard</b><br/>A. Explain how citizens take part in civic life in order to promote the common good.</p>  |  |
| <p><b>Citizenship Rights and Responsibilities Standard</b><br/>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>                      |  |
| <p><b>Social Studies Skills and Methods Standard</b><br/>C. Communicate social studies information using graphs or tables.</p>   |  |
| <p><b>Social Studies Skills and Methods Standard</b><br/>D. Use problem-solving skills to make decisions individually and in groups.</p>   |  |