

SOCIAL STUDIES

**REGIONS AND PEOPLE OF
THE EASTERN HEMISPHERE**

GRADE 6

“I Can” Checklist

2015-2016

CURRICULUM RESOURCES

**Aligned with Ohio’s New
Learning Standards for
Social Studies**



**Office of Teaching and
Learning – Curriculum
Division**

Ohio's New Learning Standards – “I Can” Checklist

Social Studies, Grade 6

History

1

— I can apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

— I can explain the purpose of a timeline.

— I can explain the purpose of a multi-tier timeline.

— I can explain chronological order.

— I can construct a timeline with evenly spaced intervals.

— I can construct a multi-tier timeline.

— I can locate dates on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

— I can arrange historical events on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

— I can apply the use of chronological conventions to an existing timeline.

2a

— I can describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia.

— I can identify the geographic characteristics of India.

— I can identify the geographic characteristics of Egypt.

— I can identify the geographic characteristics of China.

— I can identify the geographic characteristics of Mesopotamia.

— I can cite the benefits of living near rivers.

— I can explain why rivers contributed to the development of civilizations.

— I can explain how crop surpluses influence the growth of cities.

— I can draw conclusions from features shown on a map.

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Social Studies, Grade 6

History	Geography
<p>2b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today. <input type="checkbox"/> I can define government, culture, economic system, technology, and agriculture. <input type="checkbox"/> I can describe the government, culture, economic system, technology and agricultural practices of ancient Mesopotamia. <input type="checkbox"/> I can describe the government, culture, economic system, technology and agricultural practices of ancient Egypt. <input type="checkbox"/> I can describe the government, culture, economic system, technology and agricultural practices of ancient India. <input type="checkbox"/> I can describe the government, culture, economic system, technology and agricultural practices of ancient China. <input type="checkbox"/> I can define enduring influence. <input type="checkbox"/> I can cite examples of the enduring influence of ancient Mesopotamia. <input type="checkbox"/> I can cite examples of the enduring influence of ancient Egypt. <input type="checkbox"/> I can cite examples of the enduring influence of ancient India. <input type="checkbox"/> I can cite examples of the enduring influence of ancient China. 	<p>3a</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments. <input type="checkbox"/> I can define and explain the work of cartographers. <input type="checkbox"/> I can identify and explain the the purpose of maps and globes. <input type="checkbox"/> I can identify and explain the tools modern cartographers including satellite images, aerial photographs, and geographic information systems. <input type="checkbox"/> I can use a map key to identify features on a map. <input type="checkbox"/> I can use map symbols to answer questions about location of places. <input type="checkbox"/> I can use a map scale to determine distance. <input type="checkbox"/> I can use cardinal and intermediate directions to describe relative location of characteristics. <input type="checkbox"/> I can determine the best geographic tool to use to acquire specific information. <input type="checkbox"/> I can apply my understanding of basic properties of geographic tools to process and report information about people, places and environments.

Ohio's New Learning Standards – “I Can” Checklist

Social Studies, Grade 6

Geography

3b

- I can explain that maps are created for specific purposes and represent the context in which they were created.
 - I can explain the purpose of a physical map.
 - I can explain the purpose of a climate map.
 - I can explain the purpose of a topographic map.
 - I can explain the purpose of a resource or economic activity map.
 - I can explain the purpose of a political map.
 - I can explain why maps in the past may have been incomplete or different from current maps.
 - I can apply understanding of map purposes to a specific geographic question.
 - I can explain the cultural, time, and place influences evident on a particular map.

4

- I can use latitude and longitude coordinates to identify absolute location.
 - I can identify a specific place along a line of latitude.
 - I can identify a specific place along a line of longitude.
 - I can define absolute location.
 - I can identify lines of latitude on a map or globe.
 - I can identify lines of longitude on a map or globe.

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Social Studies, Grade 6

Geography

5

- I can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.**
 - I can identify various criteria used to determine a region.
 - I can explain how landforms are used to describe a region.
 - I can explain how climate is used to describe a region.
 - I can explain how population is used to describe a region.
 - I can explain how culture is used to describe a region.
 - I can explain how economic characteristics are used to describe a region.
 - I can classify a region on a map using provided criteria.
 - I can compare regions of the Eastern Hemisphere based on landform, climate and cultural characteristics.

6

- I can explain how variations among physical environments in the Eastern Hemisphere influence human activities.**
 - I can define and cite examples of physical features.
 - I can identify variations in physical features in regions of the Eastern Hemisphere.
 - I can explain how waterways impact human settlement patterns.
 - I can explain how harsh climates impact human settlement patterns.
- I can explain how human activities have altered the physical environments of the Eastern Hemisphere.**
 - I can identify ways human modify the environment.
 - I can explain how human modifications are connected to needs in particular environments.
 - I can explain unintended consequences of various human modifications to the environment.

Ohio's New Learning Standards – “I Can” Checklist

Social Studies, Grade 6

Geography

7

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

- I can cite political factors that cause movement of people, products, and ideas.
- I can cite environmental factors that cause movement of people, products, and ideas.
- I can cite social factors that cause movement of people, products, and ideas.
- I can cite economic factors that cause movement of people, products, and ideas.
- I can classify examples of movements of people, products and ideas by the factors that caused their movement.

— **I can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.**

- I can define and explain lasting impact.
- I can define and explain cultural diffusion.
- I can explain the lasting impact of trade among regions.
- I can explain the lasting impact of the diffusion of religion in the Eastern Hemisphere.

8a

— **I can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.**

- I can define and give examples of tradition.
- I can define and give examples of diffusion.
- I can define and give examples of cultural practices.
- I can define and give examples of cultural products.
- I can explain how tradition has influenced modern cultural practices and products.
- I can explain how diffusion has influenced modern cultural practices and products.

Ohio's New Learning Standards – “I Can” Checklist

Social Studies, Grade 6

Geography

8b

— I can describe the influence of religious diffusion in the modern world.

- I can identify the geographic origins, founding leaders and teachings of Buddhism.
- I can identify the geographic origins, founding leaders and teachings of Christianity.
- I can identify the geographic origins, founding leaders and teachings of Hinduism.
- I can identify the geographic origins, founding leaders and teachings of Islam.
- I can identify the geographic origins, founding leaders and teachings of Judaism.
- I can explain the influence of Buddhism on the modern world.
- I can explain the influence of Christianity on the modern world.
- I can explain the influence of Hinduism on the modern world.
- I can explain the influence of Islam on the modern world.
- I can explain the influence of Judaism on the modern world.
- I can draw the diffusion of world religions on a map.

9

— I can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

- I can define and give examples of historic sources.
- I can define and give examples of contemporary sources.
- I can identify the perspective in a given source.
- I can compare perspectives in different sources.
- I can classify a source as primary or secondary.

— I can examine a variety of sources for accuracy.

- I can explain the importance of examining sources for accuracy.
- I can identify four questions to ask to determine the accuracy of a source.
- I can assess the accuracy of information in a given source.
- I can explain why one source is potentially more accurate than another source on a single topic.
- I can categorize given sources based on whether or not they provide accurate information.

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Social Studies, Grade 6

Geography

10a

— I can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

- I can explain how power is attained and held in a democracy.
- I can explain the relationship between those governing and those being governed in a democracy.
- I can identify rights of citizens in a democracy.
- I can explain how power is attained and held in a dictatorship.
- I can explain the relationship between those governing and those being governed in a dictatorship.
- I can identify rights that may be denied in a dictatorship.
- I can explain how power is attained and held in a monarchy.
- I can identify rights that may be denied in a monarchy.
- I can explain the relationship between those governing and those being governed in a monarchy.
- I can explain how power is attained and held in a theocracy.
- I can explain the relationship between those governing and those being governed in a theocracy.
- I can classify a government based on characteristics provided.

10b

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

- I can explain why actual systems of government are not easily categorized.
- I 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.
- I can give examples of how countries might use a combination of two governmental systems.
- I can give examples of how labels of a government may not reflect the reality of how the country is governed.

Ohio's New Learning Standards – “I Can” Checklist

Social Studies, Grade 6

Economics

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— I can compare data sets to identify relationships and draw conclusions.

- I can define and explain international trade, exports, and imports.
- I can define and give examples of natural resources.
- I can explain the relationship between trade patterns and the availability of natural resources.
- I can define and give examples of data related to population including birth rate and income.
- I can draw conclusions from data in bar graphs.
- I can draw conclusions from data in circle graphs.
- I can draw conclusions from data in line graphs.
- I can draw conclusions from data in charts.
- I can adjust a country's import and export levels to reflect its resources and needs.
- I can use compare economic production across several countries to assess which countries would likely trade with one another.

12

— I can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

- I can define and explain consequence.
- I can explain that choices have present and future consequences.
- I can explain that choices people make are relative and differ across individuals and societies.
- I can explain that people choose to the things they think are best for them.
- I can predict the present and future consequences of purchasing an item made locally or imported.
- I can predict the present and future consequences of modifying the environment.
- I can identify and compare multiple perspectives on an economic decision.

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Social Studies, Grade 6

Economics

13

— I can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.

— I can identify the fundamental economic questions.

— I can define productive resources.

— I can define demand.

— I can explain the factors that determine how societies decide what to produce and how to produce it.

— I can explain the factors that determine how societies decide for whom to produce.

— I can explain the relationship between scarce resources and the need to make economic decisions.

— I can explain the relationship between availability of productive resources and how the fundamental economic questions are answered.

— I can explain the relationship between demand, means of distribution and how the fundamental economic questions are answered.

14

— I can explain how specialization leads to global trade.

— I can define productive resources

— I can define specialization.

— I can define trade.

— I can describe how global trade occurs.

— I can explain the relationship between limited availability of productive resources and specialization.

— I can indicate which countries would likely engage in trade based on their resources.

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Social Studies, Grade 6

Economics

15

- I can explain how supply, demand and competition interact to determine price.
- I can explain how supply, demand and competition interact to influence quantities of inputs and outputs.
- I can define and explain supply and demand.
- I can define and explain competition.
- I can define and explain inputs and outputs.

16

- I can explain how individuals compare price and quality when selecting goods and services to buy.
- I can define goods and services.
- I can identify sources of information on price and quality of goods and services.
- I can cite reasons why items produced overseas might have lower prices than those produced in the U.S.
- I can discuss the pros and cons of purchasing foreign-made products.