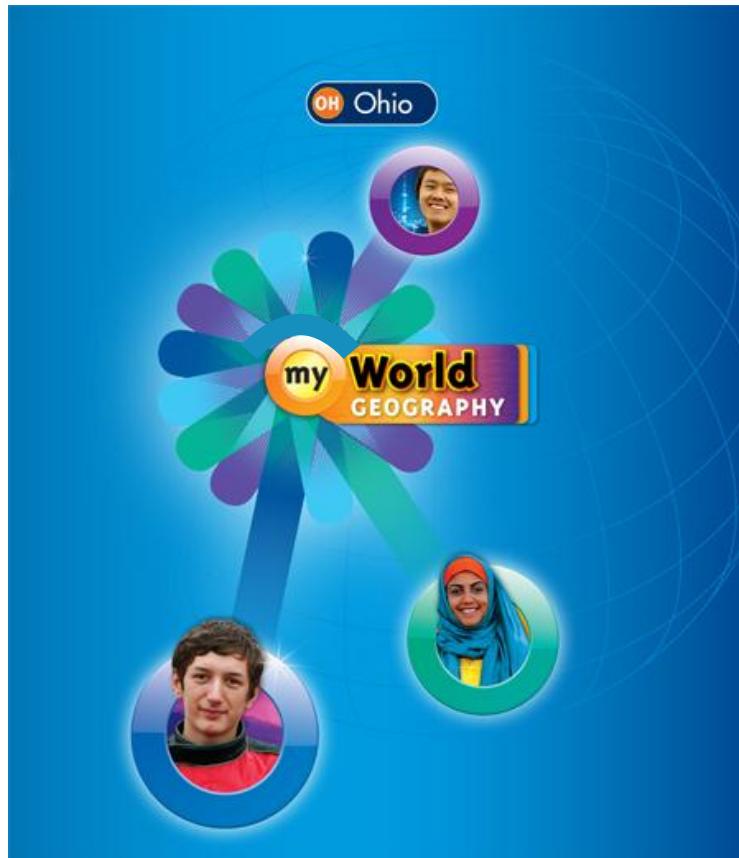


A Correlation of



Eastern Hemisphere

To

Ohio's Learning Standards Social Studies: K-12 Grade 6

A Correlation of **myWorld Geography, Eastern Hemisphere, Ohio Edition** to Ohio's Learning Standards, Social Studies: K-12, Grade 6

Introduction

This document demonstrates how **myWorld Geography, Eastern Hemisphere, Ohio Edition**, meets Ohio's Learning Standards: K-12 Social Studies for Grade 6. Correlation page references are to the Student and Teacher ProGuides.

- **Connect, Experience, and Understand** with **myWorld Geography!** Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- **myWorld Geography** engages 21st century learners by integrating myWorldGeography.com and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

myWorld Geography, Eastern Hemisphere, Ohio Edition Contents:

- Unit 1:** Europe and Russia
- Unit 2:** Africa
- Unit 3:** Southwest Asia
- Unit 4:** South and Central Asia
- Unit 5:** East and Southeast Asia
- Unit 6:** Australia and the Pacific

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Ohio’s Learning Standards Social Studies: K-12	myWorld Geography Eastern Hemisphere, Ohio Edition
Grade 6	
THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE	
In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.	
HISTORY STRAND	
HISTORICAL THINKING AND SKILLS	
Content Statement:	
1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	SE/TE: 136-137
EARLY CIVILIZATIONS	
2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	SE/TE: 176-180, 182-183, 184-191, 204-207, 227, 229, 238-240, 254
GEOGRAPHY STRAND	
SPATIAL THINKING AND SKILLS	
3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	SE/TE: 8-9, 10-11, 12-13, 142-143
4. Latitude and longitude can be used to identify absolute location.	SE/TE: 4-5, 6

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PLACES AND REGIONS	
5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	SE/TE: 7, 12-13, 64-65, 76-77, 86-87, 294
HUMAN SYSTEMS	
6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	SE/TE: 7, 50-51, 52-53, 187, 204-205, 227, 229, 238-240, 254
7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	SE/TE: 7, 114-115, 230, 657
8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	SE/TE: 92-93, 94-99, 100-105, 106-111, 454-461, 462-469
GOVERNMENT STRAND	
CIVIC PARTICIPATION AND SKILLS	
9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	SE/TE: 138-139, 194-195, 284-285, 316-317, 338-339, 404-405, 532-533, 654-655, 688-689, 738-739
ROLES AND SYSTEMS OF GOVERNMENT	
10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.	SE/TE: 122-123, 124-125, 379-381, 608

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ECONOMICS STRAND	
ECONOMIC DECISION MAKING AND SKILLS	
11. Economists compare data sets to draw conclusions about relationships among them.	For related content, please see: SE/TE: 58-59
12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	SE/TE: 58-59
SCARCITY	
13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.	SE/TE: 58-59, 60-61
14. When regions and/or countries specialize, global trade occurs.	SE/TE: 60-61, 66-67, 182, 252
MARKETS	
15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	SE/TE: 58-59, 60-61, 64-65
FINANCIAL LITERACY	
16. When selecting items to buy, individuals can compare the price and quality of available goods and services.	SE/TE: 59, 60-61