

OHIO ACADEMIC CONTENT STANDARDS

CORRELATION CHART

Mastering World Regions and Civilizations is fully aligned to the Ohio Academic Content Standards. It completely covers the Grade 6 and 7 Benchmarks for Social Studies and the appropriate Grade Level Indicators for those grades. The following table shows where each benchmark and grade-level indicator is addressed.

HISTORY

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.	
A. Interpret relationships between events shown on multiple-tier time lines.	
6.1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	Chapter 12
6.2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.	Chapter 12
7.1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.	Chapter 12
B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.	
6.3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including: a. Hunting and gathering; b. Tool making; c. Use of fire; d. Domestication of plants and animals; e. Organizing societies; f. Governance.	Chapter 11
6.4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including: a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions.	Chapter 11
7.2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including: a. The development of concepts of government and citizenship; b. Scientific and cultural advancements; c. The spread of religions; d. Slavery and systems of labor.	Chapter 12

C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.	
7.3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.	Chapter 13
7.4. Explain the lasting effects of military conquests during the Middle Ages including: a. Muslim conquests; b. The Crusades; c. The Mongol invasions.	Chapter 13
7.5. Describe the impact of new ideas and institutions on European life including: a. The significance of printing with movable type; b. Major achievements in art, architecture and literature during the Renaissance; c. The Reformation.	Chapter 14

D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.	
6.5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including: a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions.	Chapter 15
7.6. Describe the importance of the West African empires of Ghana, Mali and Songhay including: a. Trade routes; b. Products; c. The spread of the Arabic language; d. The spread of Islam.	Chapter 15
7.7. Describe the causes and effects of European exploration after 1400 including: a. Imperialism, colonialism and mercantilism; b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.	Chapter 16

PEOPLE IN SOCIETIES

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	
6.1. Compare the cultural practices and products of the societies studied including: a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions.	Looking At: Pgs. 128-29
6.2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including: a. Buddhism; b. Christianity; c. Judaism; d. Hinduism; e. Islam.	Chapter 12
7.1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.	Chapter 12
7.2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.	Chapter 12

B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	
6.3. Explain factors that foster conflict or cooperation among countries: a. Language; b. Religion; c. Types of government; d. Historic relationships; e. Economic interests.	Chapter 13
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	
7.3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.	Chapter 15 Chapter 16
7.4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.	Chapter 12

GEORGRAPHY

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

A. Identify on a map the location of major physical and human features of each continent.	
6.1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.	Chapter 7
6.2. Use coordinates of latitude and longitude to locate points on a world map.	Chapter 7
7. 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.	Chapter 7
7.2. On a map, identify places related to the historical events being studied and explain their significance.	Chapters 11 to 16
B. Define and identify regions using human and physical characteristics.	
6. 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: a. Agriculture; b. Mining; c. Fishing; d. Manufacturing.	Chapter 8
6.4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.	Chapter 8
7.3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.	Chapter 8

C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	
6.5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: a. Bodies of water; b. Landforms; c. Climates; d. Vegetation; e. Weathering; f. Seismic activity.	Chapter 10
6.6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: a. Urbanization; b. Desertification; c. Deforestation.	Chapter 10
6.7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: a. Dam building; b. Energy production/usage; c. Agriculture; d. Urban growth.	Chapter 10
7.4. Use physical and historical maps to analyze the reasons that human features are located in particular places.	Chapters 11 to 13

D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	
6.8. Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom; b. Poverty/Economic opportunity; c. Cultural ties; d. Political conflicts; e. Environmental factors.	Chapter 9
6.9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	Chapter 9
7.5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: a. Physical features; b. Culture; c. War; d. Trade; e. Technological innovations.	Chapter 9

ECONOMICS

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.	
6.1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.	Chapter 17
6.2. Explain that most decisions involve trade-offs and give examples.	Chapter 17
7.1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.	Chapter 17

B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	
6.3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.	Chapter 17
6.4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.	Chapter 17
6.5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.	Chapter 17
7.2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.	Chapters 11 to 16
C. Identify connections between government policies and the economy.	
6.6. Distinguish between goods and services typically produced by the private sector and the public sector.	Chapter 18

GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	
6.1. Explain reasons for the creation of governments such as: a. Protecting lives, liberty and property; b. Providing services that individuals cannot provide for themselves.	Chapter 18
6.2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.	Chapter 18
6.3. Explain the ways that countries interact with each other including: a. Diplomacy; b. Treaties; c. International meetings and exchanges (e.g., United Nations); d. Military conflict.	Chapter 19

C. Compare the defining characteristics of democracies, monarchies and dictatorships.	
6.4. Describe the defining characteristics of democracies, monarchies and dictatorships.	Chapter 18
7.1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.	Chapter 19
7.2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.	Chapters 11 to 17

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

A. Show the relationship between civic participation and attainment of civic and public goals.

6.1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.	Chapter 18
7.1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.	Chapter 18

B. Identify historical origins that influenced the rights U.S. citizens have today.

6.2. Compare the rights and responsibilities of citizens living under various systems of government.	Chapter 18
7.2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.	Chapter 13

SOCIAL STUDIES SKILLS AND METHODS

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

A. Analyze different perspectives on a topic obtained from a variety of sources.

6.1. Use multiple sources to define essential vocabulary and obtain information for a research project including: a. Almanacs; b. Gazetteers; c. Trade books; d. Periodicals; e. Video tapes; f. Electronic sources.	Chapter 5
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B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	
6.2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.	Chapter 5
6.3. Organize information using outlines and graphic organizers.	Chapter 5
6.4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.	Chapter 3
7.1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.	Chapter 5
C. Present a position and support it with evidence and citation of sources.	
6.5. Complete a research project that includes a bibliography.	Chapter 5
6.6. Communicate a position on a topic orally or in writing and support the position with evidence.	Chapter 5
7.2. Compare multiple viewpoints and frames of reference related to important events in world history.	Chapter 5
D. Work effectively in a group.	
6.7. Work effectively to achieve group goals: a. Engage in active listening; b. Provide feedback in a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others.	Chapter 6
7.3. Establish guidelines, rules and time lines for group work.	Chapter 6
7.4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.	Chapter 6