



# **TEKS Clarification**

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## **Social Studies**

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**Grade 6**  
**2014 - 2015**

# TEKS Clarification

## Social Studies

Grade 6

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### GRADE 6

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

*Source: The provisions of this §113.17 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.*

§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

6.Intro.1 In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

6.Intro.2 To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

6.Intro.3 The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social

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studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

6.Intro.4 Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

6.Intro.5 Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

6.Intro.6 Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

6.Intro.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

6.Intro.8 Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

**6.1 History. The student understands that historical events influence contemporary events. The student is expected to:**

**6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.**

Trace

**CHARACTERISTICS OF SOCIETIES THAT RESULTED FROM HISTORICAL EVENTS**

Including, but not limited to:

- Regions in North America-United States, Canada and Mexico
- United States and Canada
  - Limited governments, yet United States has a bicameral legislative system and Canada a parliamentarian system; political ideas were introduced by the English colonists
  - Free enterprise economics and market economies; trade systems within the region and in the global markets; history of mercantilism
  - Religious freedom and a variety of religions are practiced in the region, because of the influence of European colonists

- Widespread use of English; French and English are official languages in Canada; reflective of the colonization of the region
- Multiculturalism because of the history of waves of immigration to the region; increasingly Spanish is spoken in the United States because of immigration from Latin America
- Both the United States and Canada have significant numbers of American Indian tribes that maintain traditional cultures
- Mexico
  - Limited government because of political ideas introduced by Europeans and the introduction of reforms following the war for independence from Spain in the 19th century and the Mexican Revolution in the early 20<sup>th</sup> century
  - Free enterprise with nationalization of some large industries, such oil; large agricultural sector and a manufacturing sector that produces for many foreign companies; results from historic struggle to move from predominately agricultural society to industrial
  - Blended cultural traditions from American Indian tribes and Spanish; effect of colonization
  - Predominately Spanish speaking; effect of colonial influence
  - Roman Catholicism predominate religion in the region; influence from Spanish colonization
- Central America and the Caribbean – Haiti, Cuba, Costa Rica, Panama
  - Political systems vary from limited in Haiti, Costa Rica, and Panama to unlimited in Cuba where only one political party is allowed to participate in elections; nations have had to work overcoming colonial status and establish political systems; many experienced political revolutions and sometimes dictatorships
  - Predominately Spanish speaking because of colonization by the Spain; some Caribbean islands colonized by France hence French is spoken, such as Haiti; Belize was a British colony where English primarily is spoken
  - Blended cultural traditions of American Indian tribes, enslaved Africans and European colonizers; effect of trans-Atlantic slave trade
  - Roman Catholicism main religion in Central American regions, because of colonization; Caribbean islands exhibit a variety of religious practices that blend traditions brought by enslaved Africans and mixed with Catholic traditions
  - Economic systems tend to rely on the extraction of natural resources, as the regions were suppliers for the colonial powers
- South America – Brazil, Argentina, Peru
  - Predominately Spanish-speaking with the exception of Brazil where Portuguese is the official language, a result of Portuguese and Spanish colonization
  - Blended culture and society because of the mixing of enslaved Africans, American Indian tribes and European colonizers to the region; the region received more enslaved Africans that did other regions including the United States via the trans-Atlantic slavery trade
  - Economic systems tend to rely on the extraction of natural resources, such as mining in Peru, as the region was the supplier for colonial powers; Brazil has made significant economic development; Argentina developed ranching activities on a wide-scale after the introduction of cattle and horses to the region in the Columbian Exchange
- Europe – Great Britain, France, Ireland, Spain, Germany
  - Politically the region is divided into a number of nation states because of a history of feudal warfare, yet many of these

nations states are united economically and politically into the European Union, which developed in response to the world wars that had taken place in Europe

- Limited governments are characteristic; generally parliamentary systems; some constitutional monarchies; influenced by the democratic traditions of the ancient Greeks and Romans and thinkers of the Enlightenment
- The region is characterized by ethnic and linguistic diversity because of the historical migration of Germanic tribes across the Northern European Plains, yet most of the languages are part of the Indo-European language family and English is spoken by most people in the region; many living in Europe speak multiple languages
- Economically the region is highly industrialized as industrialization originated in the region; most nations are characterized by market economies with state ownership of some major industries such as health care and utilities
- Culturally the region shares a common history marked by the spread of traditions from classical Greece and Rome and the spread of Christianity which unifies the region (cultural convergence); the region's plurality of ethnic groups is also reflected in division (cultural divergence), such as in the Balkans
- Russia and the Eurasian Republics
  - Politically Russia today is a republic with four major parties in elections; effect of the introduction of democratic ideas to the communist-controlled Soviet Union during the 20th century; communism spread to Russia as a result of a revolution and civil war
  - Russia is industrialized, which was instituted by the communist regime in response to Russia's loss in World War I, which exemplified economic deficits in comparison to the nations of Western Europe; Eurasian Republics economic activities are centered on mineral and oil extraction; region has a history of exploitation by the former Soviet Union
  - Region is ethnically and linguistically diverse with Russians, Uzbeks, Turks, Tajiks, Ukrainians, along with many other Slavic, Turkic and Caucasian groups, a reflection of the paths of historic migration through the region and influence of nomadic groups
  - Many in Russia are members of the Eastern Orthodox Christian Church of Russia, which spread to the region via Eastern Europe after the split with the Roman Catholic Church; in the central Asian republics such as Kazakhstan and Uzbekistan Islam is predominate because of the historical spread of the religion to this area; second-largest Christian church next to the Roman Catholic Church in number of followers
- East Asia – China, North and South Korea, Japan
  - Political systems in the region vary from limited governments in Japan and South Korea, to unlimited governments in China and North Korea; China does have a fully republic system, only the communist party is able to participate in elections; limited government in Japan was instituted following World War II under the supervision of the United States, while communist leaders took control of China following World War II
  - Economic systems in the region also vary from free enterprise market systems in Japan, South Korea, and Taiwan to a mixed economy in China where many aspects of a free market system have been adopted yet the government controls large industries; a purely communist system distinguished by North Korea; historically the region has been part of global trade with Europeans and the United States opening trade relationships with the region
  - Many nations in the region are industrially developed including South Korea, Japan and China; China has experienced rapid

industrialization in the latter half of the 20th century; trade relations with the West have influenced this pattern

- Culturally the region has maintained traditional practices, including linguistic traditions, yet Japanese culture more so than others in the region has been influenced by western culture as a result of Japan building early trade relationships with western nations
- Southeast Asia – Malaysia, Thailand, Vietnam
  - New political systems have recently been established in the region as the area was the focus of Cold War tensions and conflict; when these conflicts ended new systems emerged and continue to strive for stability
  - Economically the region is characterized by trade, with a growing sector of manufacturing for western countries as the region supplies cheaper labor
  - Culturally the region is home to those who practice Hinduism and Buddhism which spread to the region via trade systems as well as to a significant Muslim population, most notably in Indonesia which also spread by trade
- South Asia – India, Pakistan, Bangladesh, Afghanistan
  - India claims to be the largest democracy in the world, established following independence from Great Britain after World War II; typically imperial rule was replaced by democratic political systems in the region, yet Pakistan continues to experience many military coups and democracy in Afghanistan is relatively new following U.S. intervention
  - Many languages are spoken in the region including Hindi, Pashtun, Urdu and English, which spread with colonization of the area
  - Region is diverse in religions (Hindus, Muslims, Sikhs), ethnicities, and languages; tension between various groups over political and economic power has led to occasional conflict, including the partition of India and Pakistan
  - Economic development in the region is lagging with India making strides in the creation of service industries including receiving “outsourced” labor for companies outside of the region; reflection of having once had colonial status when industries especially textiles were dismantled by colonial powers
- Southwest Asia and North Africa- Iraq, Iran, Israel
  - Political systems vary as the nations in the region are newly constituted with the fall of the Ottoman Empire after the end of World War I; many nations in the region ruled by unlimited governments, such as the monarchy in Saudi Arabia and the dictatorial regime in Syria; limited governments in the region are in place in Turkey, Israel and Iraq; Iran is an example of a theocracy in the region
  - As of the spring of 2011 the region has been marked by political upheaval starting with revolt in Tunisia and then spreading to Libya, Egypt, and Syria where civil war has resulted
  - Conflict between Israel and Palestine has roots in Jewish immigration to the region and European involvement in partitioning the region following World War I
  - A variety of ethnic groups live within the region, including Arabs, Persians, Turks, Armenians, Kurds, and Jews because the region has served historically as a crossroads of travel and trade
  - Economic development in the region varies with some nations having huge revenues from the exportation of oil, such as Saudi Arabia and Iraq while others such as Egypt do not; most operate market economies
  - A variety of languages are spoken in the region with Arabic predominating because of the historical spread of Islam in the

- region during the 8th century
- Most practice Islam, yet the region is home to Jews, especially in Israel and Christian communities also, because of the historic development of these religions in the region
- Sub-Saharan Africa – Botswana, South Africa, Ghana, Tanzania, Nigeria
  - Political systems vary, but generally limited governments are emerging in the region, which has struggled to establish stable political systems following the end of European colonization in the mid- 20th century
  - Most nations have adopted market economic systems and are primary exporters of natural resources with little industrial development in the region, again a legacy of colonization as suppliers of raw materials to colonial powers
  - Ethnic conflict plagues the region as boundaries drawn by the European colonial powers did not take into account tribal histories; increasingly conflicts over access to resources are developing along religious lines, such as in Nigeria and Sudan; apartheid in South Africa exemplifies the ethnic conflict that resulted from colonization
  - The region is characterized by a variety of ethnic tribal groups and a variety of languages, yet English and French are spoken widely because of the influence of colonization
  - Christianity and Islam are both practiced in the region, with Islam spreading to the region with trade in the 13th century and Christianity spreading to the region with European colonization
- Pacific Realm – Australia, New Zealand, and Oceania (Pacific Islands)
  - Political systems tend to be limited, especially Australia and New Zealand; result of European colonization influence
  - Market economies primarily based on agricultural output and service industries such as tourism; legacy of traditional economic practices
  - Struggles with divisions between indigenous populations and colonial descendants; result of colonization
  - Diversity of cultural groups, including indigenous groups, Asian groups and European groups; history of migration to the region

**6.1B**

**Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.**

Analyze

HISTORICAL BACKGROUNDS OF SOCIETIES

Evaluate

RELATIONSHIP BETWEEN PAST CONFLICTS AND CURRENT CONDITIONS

Including, but not limited to:

- Central America and Caribbean-Analyze how Cold War resulted in political and economic conditions in Cuba.

- Europe – Analyze how World War II is related to the formation of the European Union.
- Russia and the Eurasian Republics- Analyze how Cold War resulted in spread of communism to Eastern Europe and how the fall of communism led to independence for the Eurasian Republics.
- Sub-Saharan Africa- Analyze how colonization impacted ethnic division, such as apartheid in South Africa and ethnic violence in Rwanda

**6.2**

***History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:***

**6.2A**

**Identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.**

Identify, Describe

INFLUENCE OF INDIVIDUALS OR GROUPS ON VARIOUS SOCIETIES

Including, but not limited to:

- North America
  - Classical Greeks (direct democracy) influenced modern representative republics/democracies throughout the world. British colonization introduced ideas about limited government to the region.
  - Roman architecture influenced U.S. architecture, such as the capitol building
  - Indigenous groups influenced cultural practices, such as Dia de Los Muertos
- Central America and Caribbean
  - Cultural traditions drastically influence by the enslaved Africans brought to the region and mixed with European and indigenous influences, reflected in dance and music, such as the rumba, steel drums and calypso music.
- South America
  - Cultural traditions influenced by the enslaved Africans, reflected in music and dance, such as the samba in Brazil.
  - British introduced soccer to the region.
  - Maya, Aztec and Inca cultures influence contemporary societies in South America, reflected in architecture, terrace farming
- Europe
  - American Revolution and establishment of a constitutional republic showed others, including the French, that Enlightenment political ideas could be applied to create a successful political system.

**6.2B**

**Evaluate the social, political, economic, and cultural contributions of individuals and groups from various**

**societies, past and present.**

Evaluate

**SOCIAL, POLITICAL, ECONOMIC, AND CULTURAL CONTRIBUTIONS OF INDIVIDUALS AND GROUPS**

Including, but not limited to:

- North America
  - Spreads ideas related to democratic traditions and protection of human rights
  - Promotes the use of free enterprise economic systems; companies and products from the region are found around the world, including music and movies
  - Developed many cutting-edge technologies, such as telephone, telegraph, electricity, motion pictures, airplanes, and computers
  - Introduced sports such as lacrosse, baseball, modern ice hockey, and basketball
  - Artistic mural art from Mexico, especially the work of Diego Rivera
- South America
  - Many agricultural products originated in the region and spread via the Columbian Exchange, including potatoes
  - Spread cattle ranching practices of the Argentinian vaqueros
  - Inca's contributed the practice of terrace farming
- Europe
  - Enlightenment ideas about social contract, protection of rights and separation of powers that influenced political developments in the world spread from the region
  - Industrialization spread from the region
  - Scientific leaders such as newton, Marie Curie, and Einstein contributed to human knowledge
  - Contributed to various artistic movements, including Romanticism, Realism, Impressionism, and Cubism
  - Architectural styles spread to the Americas
- Sub-Saharan Africa
  - Cultural contributions in art, music, dance, and oral storytelling
  - Leaders such as Nelson Mandela and Desmond Tutu promote equality of opportunity for all people

**6.3**

***Geography. The student uses geographic tools to answer geographic questions. The student is expected to:***

**6.3A**

**Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?.**

Pose, Answer

GEOGRAPHIC QUESTIONS

Including, but not limited to:

- Where is it located? Position on a map (absolute location vs. relative location), latitude and longitude
- Why is it there? trade routes, altitude, availability of natural resources, transportation corridor
- What is significant about its location? historically, economically, socially, politically
- How is its location related to other people, places, and environment? conflicts, cultural diffusion, climate, availability of resources
- Where do people live and not live? Why?
- How does geography affect migration patterns?
- What patterns are evident in the demographic make-up, language distribution, and distribution of religious groups in the world?

6.3B

**Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases.**

Pose, Answer

QUESTIONS ABOUT GEOGRAPHIC DISTRIBUTIONS AND PATTERNS

Including, but not limited to:

Possible questions to pose related to any region of study.

- How does climate affect settlement patterns (where people live) in this region/country?
- How does physical geography affect settlement patterns (where people live) and migration patterns (where people move to and from) in this region/country?
- How does physical geography facilitate/impede trade in this region/country?
- How has physical geography affected the spread of languages, religions and ethnic groups?

6.3C

**Compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models.**

Compare

WORLD REGIONS AND COUNTRIES

Including, but not limited to:

Possible comparisons to make

- Levels of development
- Standard of living
- Voting participation
- Types of economic activities
- Levels of education
- Gross domestic product
- Settlement patterns over time
- Demographics
- Literacy rates

**6.3D**

**Create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.**

Create

MAPS, GRAPHS, CHARTS, MODELS, DATABASES

Including, but not limited to:

- Charts and graphs that depict birth rate, death rate, population growth rate, life expectancy, literacy level, GDP, average family size
- Thematic maps that depict population patterns, climate regions, language distribution, religious patterns, ethnic patterns, economic activities
- Models that depict migration patterns, population patterns, distribution of limited and unlimited governments
- Databases that depict multiple economic indicators and/or demographic data for a region

**6.4**

***Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:***

**6.4A**

**Locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location.**

Locate

CONTEMPORARY SOCIETIES USING LATITUDE AND LONGITUDE

Including, but not limited to:

- Latitude – imaginary lines that run horizontally around the globe, starting with the equator in the center of the globe and radiating north and south from the equator
- Longitude – imaginary lines that run vertically around the globe and radiated east and west from the prime meridian
- When given a coordinate of latitude and longitude an absolute location can be determined.

**6.4B**

**Identify and explain the geographic factors responsible for patterns of population in places and regions.**

Identify, Explain

GEOGRAPHIC FACTORS RESPONSIBLE FOR PATTERNS OF POPULATION

Including, but not limited to:

- Access to and availability of water – populations tend to cluster near bodies of water for sustaining agriculture as well as for use as transportation corridors
- Availability of arable land – necessary to support agriculture and thereby populations
- Availability of natural resources – need to sustain economic development for populations
- Economic opportunities – populations concentrate in regions with access to jobs; populations migrate to regions with access to jobs
- Favorable climate conditions – populations tend to concentrate in warmer climate regions
- Common culture – population patterns reveal that ethnic groups tend to cluster together
- Physical geography – population patterns are affected by the location of landforms that facilitate settlement, such as plains and natural harbors and those which are barriers to settlement, such as mountains and forests

**6.4C**

**Explain ways in which human migration influences the character of places and regions.**

Explain

HUMAN MIGRATION INFLUENCES THE CHARACTER OF PLACES AND REGIONS

Including, but not limited to:

Character of a place refers to the political, economic, social and cultural characteristics that distinguish a particular place. Migration generally results in a modification of cultures and the cultural landscape along with possible cultural tensions.

- North America
  - European migration to the region in the sixteen century resulted in limited government, widespread use of English and French, and the spread of Christian religious practices to the region.

- Forced migration of enslaved Africans to the region is reflected in the cultural practices and demographics of the region.
- Westward migration across the United States and Canada influenced the image of rugged people who survive in adverse circumstances.
- Rural to urban migration in the region has resulted in a highly urbanized culture in the United States, Canada and Mexico.
- Migration from Mexico to the United States has impacted cultural practices as well as spread the use of Spanish.
- Human migrations to the United States and Canada have resulted in multicultural societies.
- South America
  - Spanish and Portuguese migration resulted in the spread of new languages, demographic changes, spread of Catholicism, and new cultural traditions to the region.
  - Forced migration of enslaved Africans to the region affected the cultural and demographic characteristics of the region, with mixed ethnicities resulting. (i.e. mestizos, mulattos)
- Europe
  - Migration of Muslims to the region has resulted in a cultural landscape where mosques are built, as well as tension about cultural practices, such as wearing veils.
  - Migration within the European Union has resulted in a pattern of east-to-west migration and some growing tension between those migrating for jobs and those in areas experiencing unemployment.
- Russia and Eurasian Republics
  - Russians were encouraged to migrate to other republics to spread Russian culture; other ethnicities were forcibly moved to make them easier to control. Resulted in a multi-cultural society, with Russian culture and language dominating.

**6.4D**

**Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.**

Identify, Locate

PHYSICAL AND HUMAN GEOGRAPHIC FEATURES OF VARIOUS PLACES AND REGIONS

Including, but not limited to:

- North America
  - Landforms – Rocky Mountains, Appalachia Mountains, Great Plains, Yucatán Peninsula, Baja Peninsula
  - Bodies of water – Pacific Ocean, Atlantic Ocean, Great Lakes, Mississippi River, Hudson Bay, Gulf of Mexico, Rio Grande River
  - Urban centers – Washington D.C., New York City, Chicago, Houston, Los Angeles, Ottawa, Toronto, Montreal, Vancouver, Mexico City, Monterrey
- Central America and Caribbean

- Landforms – Isthmus of Panama, Antilles, Maya Mountains
- Water bodies – Lake Enriquillo, Cauto River, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Atlantic Ocean
- Urban centers – Panama City, Havana, Guatemala City, San Jose, San Salvador, Port-au-Prince
- South America
  - Landforms – Amazon Basin, Andes Mountains, Atacama Desert, Pampas, Patagonia
  - Water bodies – Amazon River, Atlantic Ocean, Pacific Ocean, Lake Titicaca
  - Urban centers – Rio de Janeiro, São Paulo, Bogotá, Santiago, Caracas, Buenos Aires, Quito
- Europe
  - Landforms – North European Plain; peninsulas – Balkan, Scandinavia, Iberian, Apennine, Jutland; mountain ranges – Alps, Apennines, Pyrenees
  - Water bodies – Atlantic Ocean, Mediterranean Sea, Adriatic Sea, Aegean Sea, Baltic Sea, Arctic Ocean, North Sea, Rhine River, Danube River, Bay of Biscay, Strait of Gibraltar, English Channel
  - Urban centers – London, Paris, Madrid, Athens, Berlin, Oslo, Frankfurt, Amsterdam
- Russia and Eurasian Republics
  - Landforms – Ural Mountains, Caucasus Mountains, Siberia, East European Plain
  - Water bodies – Arctic Ocean, Pacific Ocean, Caspian Sea, Black Sea, Aral Sea, Lake Baikal, Volga River, Lena River, Ob River
  - Urban centers – Moscow, Kiev, Omsk
- East Asia
  - Landforms – Gobi Desert, Taklamakan Desert, Central Asian Plateau, Himalaya Mountains, Kunlun Mountains, Mt. Fuji
  - Water bodies – Yellow Sea, Yellow River, Yangtze River, Pacific Ocean, East China Sea, South China Sea
  - Urban centers – Beijing, Shanghai, Tokyo, Seoul, Pyongyang
- Southeast Asia
  - Landforms – Malay Peninsula
  - Water bodies – South China Sea, Indian Ocean, Mekong River, Gulf of Thailand, Strait of Malacca
  - Urban centers – Singapore, Phnom Penh, Hanoi, Jakarta, Kuala Lumpur, Manila, Bangkok, Rangoon
- South Asia
  - Landforms – Himalaya Mountains, Hindu Kush Mountains, Thar Desert, Eastern Ghats, Western Ghats, Deccan Plateau, Mt. Everest
  - Water bodies – Ganges River, Indus River, Indian Ocean, Bay of Bengal, Arabian Sea
  - Urban centers – New Delhi, Mumbai, Islamabad, Kabul, Dhaka, Kathmandu
- Southwest Asia and North Africa
  - Landforms – Arabian Peninsula, Sahara Desert, Atlas Mountains, Zagros Mountains
  - Water bodies – Tigris River, Euphrates River, Nile River, Red Sea, Mediterranean Sea, Caspian Sea

- Urban centers – Tehran, Cairo, Jerusalem, Mecca, Istanbul
- Sub-Saharan Africa
  - Landforms – Sahara Desert, Madagascar, Cape of Good Hope, Mt. Kilimanjaro
  - Water Bodies – Nile River, Congo River, Lake Victoria, Atlantic Ocean, Indian Ocean
  - Urban centers – Cape Town, Mogadishu, Nairobi, Dakar, Lagos, Abuja
- Australia and Oceania
  - Landforms – Ayers Rock; Great Victoria Desert; Great Dividing Range; Great Barrier Reef; South Pacific archipelagos such as the islands of Fiji, Mariana, Solomon, New Hebrides, New Zealand
  - Water bodies – Pacific Ocean, Indian Ocean, Tasman Sea, Coral Sea, Darling River
  - Urban centers – Auckland, Brisbane, Sydney, Perth, Saipan

**6.4E**

**Draw sketch maps that illustrate various places and regions.**

Draw

SKETCH MAPS THAT ILLUSTRATE VARIOUS PLACES AND REGIONS

Including, but not limited to:

- Free-hand maps illustrating physical and human features of various places and region
- Free-hand maps showing the location of various places and regions
- Free-hand maps showing various relationships of places and regions

**6.4F**

**Identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.**

Identify

LOCATION OF MAJOR WORLD COUNTRIES

Including, but not limited to:

- North America – Canada, Mexico, United States
- Europe
  - France, Germany, United Kingdom, Italy, Spain, Norway, Sweden

- Russia and Eurasian Republics
  - Russia, Kazakhstan, Ukraine
- Sub-Saharan Africa
  - South Africa, Nigeria
- Southwest Asia and North Africa
  - Iraq, Afghanistan, Israel, Iran
- South Asia
  - India, Pakistan
- East Asia
  - People's Republic of China, Republic of China (Taiwan), Japan, North Korea, South Korea
- Southeast Asia
  - Indonesia
- Southwest Asia and North Africa
  - Iraq, Afghanistan, Israel, and Iran
- Sub-Saharan Africa
  - South Africa, Nigeria
- Australia and Oceania
  - Australia. Indonesia, New Zealand, Vanuatu

**6.5**

***Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:***

**6.5A**

**Identify and explain the geographic factors responsible for the location of economic activities in places and regions.**

Identify, Explain

GEOGRAPHIC FACTORS RESPONSIBLE FOR THE LOCATION OF ECONOMIC ACTIVITIES

Including, but not limited to:

- Physical geographic factors – favorable climate conditions, access to fertile soil, access to water, access to natural resources
- Human geographic factors – availability of labor, access to capital resources, proximity to transportation corridors for moving both products and consumers, availability of energy sources, political stability

**6.5B**

**Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory.**

Identify

GEOGRAPHIC FACTORS THAT INFLUENCE SOCIETY'S ABILITY TO CONTROL TERRITORY

Including, but not limited to:

- Control of territory ultimately is dependent on the ability of a society to support its military efforts and provide political and economic stability within the territory.
- Location and physical features
  - Control of territory is facilitated by favorable location, such as near water making it easy to delineate physical borders of a territory. Additionally the control of territory is facilitated by the existence of navigable rivers, long coastlines, and natural harbors.
  - Countries which are landlocked may find it difficult to delineate boundaries and may have to gain permission to access other regions, making economic development difficult.
  - Countries located in high mountain ranges may find it difficult to deploy military personnel or to develop economically, yet may be protected from invasion.
- Transportation corridors and barriers
  - Transportation corridors facilitate economic development needed to maintain military strength, as well as provide a means to deploy military personnel.
  - Barriers to transportation such as deserts may provide protection from invasion, yet may also make it difficult to provide for communication across a territory.
- Distribution of natural resources
  - In order to maintain military strength societies must have access to sources of energy as well as agricultural surplus.
  - Societies rich in natural resources have the potential for economic development needed to control territory, yet may be the target of invaders wanting control of natural resources in the region.

**6.5C**

**Explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.**

Explain

IMPACT OF GEOGRAPHIC FACTORS ON ECONOMIC DEVELOPMENT AND THE DOMESTIC AND FOREIGN POLICIES OF

SOCIETIES

Including, but not limited to:

- Favorable physical geographic factors allows for greater economic development, including surplus agriculture, ability to move products to markets and to move consumers to retail outlets, and favorable trade balances
- Availability of cheap labor impacts the location of economic activities including the outsourcing of services.
- Economic growth is facilitated by access to capital resources and political stability.
- Economic development impacts policies related to:
  - Conservation and environmentalism (Green Revolution in India)
  - Free trade (NAFTA, CAFTA, GATT)
  - Global climate change (Tokyo Protocol)
  - Agreements/disagreements over the sharing of rivers and waterways (Atatürk Dam)
  - Dependence on foreign aid for development
  - Globalization and immigration

6.6

***Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:***

6.6A

**Describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface.**

Describe, Explain

EFFECTS OF PHYSICAL ENVIRONMENTAL PROCESSES ON EARTH'S SURFACE

Including, but not limited to:

- Erosion refers to the movement of weathered material by wind, water or ice
  - Water erosion moves fertile soil where it is newly deposited generally in deltas
  - Wind erosion creates unusual rock formations and sand dunes
  - Water erosion is responsible for the creation of canyons, such as the Grand Canyon in the United States
- Ocean currents
  - Distribute heat away from the equator which affects climate patterns
  - Transfers precipitation around the world
  - Ocean currents coupled with wind patterns create typhoons, hurricanes, and monsoons which result in extensive flooding
- Earthquakes – Haiti (2010); Krakatoa (1883); Indian Ocean (2004), San Francisco (1906)

- Can cause tsunamis, landslides, avalanches, fires, soil liquefaction, and floods
- Tsunamis can wash away barriers and change the physical geography of islands
- Monsoons
  - Seasonal winds that blow over the Indian Ocean and affect climate in South and Southeast Asia.
  - From April- October the monsoon winds blow from the southwest gathering and depositing moisture resulting in heavy rains
  - From November- March the monsoon winds blow from the northeast bringing dry area across the land
  - Monsoons bring needed rain, but are also responsible for extensive flooding

6.6B

**Identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber.**

Identify

LOCATION OF RENEWABLE AND NONRENEWABLE NATURAL RESOURCES

Including, but not limited to:

- Renewable resource – a resource that can be regenerated
  - Fresh water – streams, lakes, rivers
  - Fertile soils generally in river basins, deltas and in areas where glacial movement has deposited fertile soils such as the Great Plains
  - Timber – located in temperate climate zones in coniferous and deciduous forests and tropical climate zones in rainforests
- Nonrenewable resource – a finite resource that cannot be replaced once it is used
  - Fossil fuels such as coal, oil, natural gas generally located underground

6.6C

**Analyze the effects of the interaction of physical processes and the environment on humans.**

Analyze

EFFECTS OF INTERACTION OF PHYSICAL PROCESSES AND ENVIRONMENT ON HUMANS

Including, but not limited to:

- Interaction of wind currents and ocean currents creates temperature and precipitation variation around the globe resulting in climate patterns
- Interaction of wind currents and ocean currents can result in extreme weather phenomena such as hurricanes, monsoons, and typhoons which cause extensive damage to human property and loss of human life

- Plate tectonic movement creates earthquakes which may cause extensive damage to property and loss of human life

**6.7**

**Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:**

**6.7A**

**Identify and analyze ways people have adapted to the physical environment in various places and regions.**

Identify, Analyze

WAYS PEOPLE HAVE ADAPTED TO THE PHYSICAL ENVIRONMENT

Including, but not limited to:

- A variety of clothing is used to adapt to various climates
- Terrace farming is used as an adaption for farming in elevated regions
- Desalinization of saltwater is an adaption used in regions where fresh water is scarce
- Air conditioning is used to adapt to hot/humid climate regions
- Introduction of crops that are conducive to the surrounding climate, such as planting rice in wet areas
- Use of sunscreen to adapt to living in regions with intense sunlight
- Modifying structures to adapt to hazardous weather conditions, such as elevating homes in regions that experience heavy flooding because of precipitation brought with monsoon winds, or building to withstand earthquakes, or digging below permafrost to underpin buildings

**6.7B**

**Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.**

Identify, Analyze

WAYS PEOPLE HAVE MODIFIED THE PHYSICAL ENVIRONMENT

Including, but not limited to:

- Mining – allows for the extraction of natural resources may result in erosion of the soil, pollution of soil, ground water, and surface water
- Irrigation – allows for the expansion of farming and ranching into areas that lack water resources
- Transportation infrastructure – allows for the increasing movement of people and products via canals, highways, airports
- Deforestation – removing forests for the expansion of commercial ventures including agriculture, most notable in Amazon River region of Brazil

- Diverting water sources – Aral Sea has shrunk considerably in size because of a policy to divert water from two rivers which supplied the sea
- Desertification – results from overgrazing, such as with Lake Chad
- Dams – allows for flood control and the production of hydroelectricity, examples include Three Gorges Dam (China), Aswan (Egypt), Ataturk (Turkey)
- Ozone hole created by chemicals – Australia and New Zealand most effected as the populations in this region are experiencing higher rates of skin cancer as a result of exposure to ultra-violet rays; public health campaign has been instituted to alert people in the region to the danger of sun exposure and promote the use of sunscreen
- Overfishing in Pacific Islands

6.7C

**Describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.**

Describe

WAYS IN WHICH TECHNOLOGY INFLUENCES HUMAN INTERACTIONS WITH THE PHYSICAL ENVIRONMENT

Including, but not limited to:

- Technologies that have allowed humans to adapt to the climate and/or physical geography
  - Irrigation to expand farming and ranching production
  - Building dams for flood control
  - Digging canals
  - Air conditioning
  - Desalination plants
  - Dredging to create land or dig deeper harbors
  - Fertilizers and pesticides used to increase agricultural output
  - Advanced warning systems to alert people before natural disasters occur
  - Designing infrastructure to withstand earthquakes
- Technologies that have allowed humans to produce energy
  - Windmills
  - Mining for coal
  - Oil drilling, including hydraulic fracturing
  - Dams for hydroelectric power
  - Solar panels
- Technologies that have allowed humans to move people and products

- Railroads, automobiles, ships, airplanes, rockets

**6.8**

***Economics. The student understands the factors of production in a society's economy. The student is expected to:***

**6.8A**

**Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.**

Describe

WAYS FACTORS OF PRODUCTION INFLUENCE ECONOMIES

Including, but not limited to:

- North America – United States, Canada, and Mexico
  - The region is characterized by industrialized/developed economies. The region has access to all of the factors of production on a large scale, yet low-skilled labor is generally supplied from Mexico to the United States and Canada. High-skilled labor migrates to the region from other parts of the world and a highly educated labor pool is available in the region. Manufacturing is still characteristic of Mexico's economy while the United States and Canada have more highly developed managerial and research-based business activities.
- Central America and Caribbean
  - The region is characterized by economies that rely on single cash crops, such as bananas and/or tourism. Some manufacturing has moved to the region on a very small scale. The region in general has ample unskilled labor, some natural resources, yet lacks capital and entrepreneurs. Labor pool tends to have low levels of education.
- Europe
  - The region is characterized by industrialized/developed economic systems. The region has access to all the factors of production on a large scale and the result is a developed manufacturing sector. Migration within the region is supplying labor to needed areas. Labor pool tends to have high levels of education.
- Russia and the Eurasian Republics
  - The region is characterized by a variety of economic development with Russia being industrialized/developed. The region has access to natural resources and labor. Capital has generally come from foreign investors, especially from Europe. Entrepreneurs are new to the economic system in the region following the collapse of the communist economic systems which characterized the region prior to the 1990s.
- South Asia
  - The region is characterized by a variety of economic development with India being considered developed. The region is a source of outsourced labor from multi-national companies as the large population numbers provide a large labor pool. The region has access to natural resources, capital and some entrepreneurs, most notably in the movie industry in India. India's

economy is mainly service-oriented as opposed to manufacturing, which happens on a smaller scale in India.

- Southwest Asia and North Africa
- The region is characterized generally by developing economic systems. Many nations in the region benefit economically from the exportation of oil, while some do not. Turkey is an example in the region of a developed economy that lacks oil production. Capital gains from the sale of oil have allowed some nation, such as Saudi Arabia to invest in infrastructure, such as desalinization plants. Other oil wealthy nations such as Dubai have access to entrepreneurs and labor migrates to the nation. Where oil is not available as a natural resource, such as in Egypt, a young, often well-educated labor pool cannot find jobs.

**6.8B**

**Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.**

Identify

PROBLEMS AND ISSUES THAT ARISE WHEN FACTORS OF PRODUCTION ARE IN SHORT SUPPLY

Including, but not limited to:

- Natural resources in short supply – if the demand is high such as with petroleum, countries have to rely on other nations that may have an overabundance of that resource. This often leads to inflated prices on natural resources with high demand. Some countries develop economies based predominately on one crop (monoculture).
- Labor in short supply – results in migration, outsourcing, enslavement of people
- Capital in short supply – countries remain underdeveloped such as Haiti, foreign investment may result in multi-national influence on a nation’s economic system
- Entrepreneurs in short supply – countries that are unable to provide for public education and are underdeveloped will likely not have entrepreneurs willing to invest in the region; lack of job creation or innovation in industries

**6.8C**

**Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.**

Explain

IMPACT OF RELATIVE SCARCITY OF RESOURCES ON INTERNATIONAL TRADE AND ECONOMIC INTERDEPENDENCE AMONG AND WITHIN SOCIETIES

Including, but not limited to:

- A relative scarcity of resources has created trade relationships and economic interdependence around the globe.

- Labor scarcity has promoted migration and outsourcing.

**6.9**

***Economics. The student understands the various ways in which people organize economic systems. The student is expected to:***

**6.9A**

**Compare ways in which various societies organize the production and distribution of goods and services.**

Compare

WAYS IN WHICH SOCIETIES ORGANIZE PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES

- Traditional economies – Custom and tradition determines what is to be produced; products are owned by families, or the entire village. Distribution of goods and services are kept locally.
- Free market capitalism – Production and distribution of goods and services is based on private ownership and response to consumer demand.
- Socialism – The government owns some factors of production, usually the major industries along with private ownership of some businesses.
- Communism – National ownership of all production and distribution of goods and services.
- Command economy – State directs the economic system, central government controls industry, such as in Cuba and North Korea.

**6.9B**

**Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.**

Compare, Contrast

FREE ENTERPRISE, SOCIALIST, AND COMMUNIST ECONOMIES

Including, but not limited to:

- A free enterprise system is a market economy where independent producers supply goods and services in response to consumer demand. Both supply and demand are affected by prices. The system has four characteristics: economic freedom, voluntary exchange, private property, and profit motive.
- A socialist system is a market economy in which government owns some factors of production yet private ownership of small scale business is allowed.
- A communist system is characterized by collective or state ownership of the means of production. Government, rather than individuals, owns and controls all resources and economic decision, resulting in no economic freedom, no private ownership and no profit motive.

- Benefits of a U.S. free enterprise system
  - Individuals and businesses have the freedom to operate and compete with minimal government regulation
  - Private ownership of land, minerals, manufacturing plants, goods and services
  - Opportunities for innovativeness and inventiveness
  - Opportunities to earn a profit
  - Individuals may choose how to provide their own labor within the labor market

**6.9C**

**Understand the importance of morality and ethics in maintaining a functional free enterprise system.**

Understand

IMPORTANCE OF MORALITY AND ETHICS IN MAINTAINING A FUNCTIONAL FREE ENTERPRISE SYSTEM

Including, but not limited to:

- Recent events in the United States (e.g., mortgage crisis, Enron, Ponzi schemes) show the importance of morality and ethics in the system. Without those elements, consumers lose confidence and the economy weakens.

**6.9D**

**Examine the record of collective, non-free market economic systems in contemporary world societies.**

Examine

THE RECORD OF COLLECTIVE, NON-FREE MARKET ECONOMIC SYSTEMS IN CONTEMPORARY WORLD SOCIETIES

Including, but not limited to:

- The collapse of collective economies in Eastern Europe and Russia in the late 1980s is an example of failed non-free market economic systems.
- North Korea is another example of a collective, non-free market that continues to operate today, yet does not appear to provide enough for the population with recent famines as evidence.

**6.10**

***Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:***

**6.10A**

**Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.**

Define, Give examples

AGRICULTURAL, WHOLESALE, RETAIL, MANUFACTURING (GOODS), AND SERVICE INDUSTRIES

Including, but not limited to:

- Agriculture refers to the cultivation of land or ranching; examples include farming; ranching; cultivation of coffee, tea, sugar, and bananas
- Wholesale industry acts as a middleman in the industrial process, taking the products from the producers, sometimes packaging them, and selling them to retailers; examples exist in every industry
- Retail refers to the sale of goods individually or in small quantities to consumers; examples include the sale of clothing, furniture, foodstuffs, etc.
- Manufacturing refers to the production of goods by manual labor or by machinery, generally on a large scale; examples include the manufacturing of cars, airplanes, weapons, steel, chemicals, computers, electronics, medical equipment, and furniture
- Service Industries provide labor-intensive work that does not ultimately result in a tangible product; examples include restaurants, doctors, nurses, lawyers, teachers, banking, tourism, salespeople, call centers, and entertainment

**6.10B**

**Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.**

Describe

LEVELS OF ECONOMIC DEVELOPMENT USING INDICATORS

Including, but not limited to:

- Less developed- refers to the nations with the lowest indicators of development; generally characterized by high poverty rates, low GDP, low life expectancy rates, low literacy rates and high infant mortality rates
- Newly developed- refers to nations that are experiencing economic shifts towards more industrialization and exportation of products; generally characterized by rising rates of urbanization and data that is not as low as those in less developed nations, but not as high as data indicators in more developed nations
- More developed –refers to nations with highly industrialized economies; generally characterized by low rates of poverty, high GDP, high life expectancy rates, high literacy rates and low infant mortality rates

**6.10C**

**Identify and describe the effects of government regulation and taxation on economic development and business planning.**

Identify, Describe

EFFECTS OF GOVERNMENT REGULATION AND TAXATION ON ECONOMIC DEVELOPMENT AND BUSINESS PLANNING

Including, but not limited to:

- Cost of production increases with taxation and the costs are passed on to consumers.
- Regulations are in place to protect consumers both from unsafe products and from unfair pricing, such as that from monopolies.
- Regulation serves to protect workers from unfair and unsafe working conditions.
- When businesses plans are created both the regulations and the amount of taxation must be addressed in that plan.

**6.11**

***Government. The student understands the concepts of limited and unlimited governments. The student is expected to:***

**6.11A**

**Identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).**

Identify, Describe

EXAMPLES OF LIMITED AND UNLIMITED GOVERNMENTS

Including, but not limited to:

- In a limited government led by the citizens, everyone, including all authority figures, must obey the laws. Constitutions, statements of rights, or other laws define the limits of those in power, so leaders cannot take advantage of their elected, appointed, or inherited positions.
  - Examples include:
    - United States and Canada
    - Most South American countries
    - Most European nations
    - Philippines, Thailand, Indonesia
    - Israel, Turkey, Tunisia
    - Japan, South Korea
    - Australia, New Zealand
- In an unlimited government, control is placed solely with the ruler and his/her appointees, and there are no limits imposed on his/her authority.
  - Examples include; North Korea totalitarian rule, Saudi Arabia absolute monarchy, Qatar absolute monarchy, Cuba under leadership of Castro brothers. Some countries that may hold elections but impose one political party, such as Russia, China, Laos and Vietnam.

6.11B

**Compare the characteristics of limited and unlimited governments.**

Compare

CHARACTERISTICS OF LIMITED AND UNLIMITED GOVERNMENT

Including, but not limited to:

- Limited
  - Multi party, free elections
  - Limitations placed on rulers by laws/constitution
  - Freedom of speech and protection of human rights
- Unlimited
  - One-party rule, no elections or controlled elections
  - Written laws suspended or not upheld
  - Repression of rights
  - Rights suspended by rulers – censorship of press, “disappearances” of opposition groups, torture, curfews
  - Total control in hands of ruler or appointees (e.g., Cuba, North Korea, Saudi Arabia)

6.11C

**Identify reasons for limiting the power of government.**

Identify

REASONS FOR LIMITING THE POWER OF GOVERNMENT

Including, but not limited to:

- Protect human rights
- Promote economic freedom
- Provide equity and opportunity for all citizens
- Ensure peaceful transitions of power

6.11D

**Review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.**

Review

HUMAN RIGHTS ABUSES BY GOVERNMENTS

Including, but not limited to:

- Human rights, as defined by the U.N. Commission for Human Rights, are rights inherent to all human beings, without distinction as to race, color, gender, language, religion, political or other opinion, national or social origin, property, birth or other status.
- Governments abuse human rights when they directly engage or ignore violations within their borders.

South America

- Censorship of the press (Argentina, Brazil, Peru)
- Torture and disappearances of those who protested the regimes (Argentina, Brazil)

East Asia

- China – suppression of student demonstrators in Tiananmen Square, oppression in Tibet, limited access to Internet

Southeast Asia

- Violence against political activists in Cambodia, Thailand, and Vietnam
- Violence against religious minorities in Indonesia
- Hindu extremist movements in India (anti-Sikh; anti-Muslim)
- Myanmar – repression of protest, restricted Internet access,(recent reforms such as the release of political activist Aung San Suu Kyi from house arrest has been met with encouragement from Western nations)

Sub-Saharan Africa

- Disruption of food and supplies to aid refugees by governments around the world
- Civil war/ethnic conflict- Rwanda, Burundi genocides, Congo
- Extreme enforcement of religious principles on a nation
- Persecution of Christians under Islamic law in Sudan

6.12

**Government. The student understands various ways in which people organize governments. The student is expected to:**

6.12A

**Identify and give examples of governments with rule by one, few, or many.**

Identify, Give examples

GOVERNMENTS WITH RULE BY ONE, FEW, OR MANY

Including, but not limited to:

- Rule by one – monarchy or dictatorship
  - A single ruler controls government and claims the responsibility due to divine or hereditary right. Dictators or despots also maintain complete control of government in their countries. (unlimited government)
    - Examples: Cuba, North Korea, Peru under Fujimori, Syria, Zimbabwe, Qatar, Saudi Arabia
- Rule by a few – small group has power; oligarchy
  - Government with rule by a few also occurs when a group of persons seize power after an overthrow of the previous government. The new rulers constitute a junta. (usually an unlimited government)
    - Examples: Iran, Nepal, Vietnam, China, Argentina and Brazil’s military dictatorships
- Rule by many – people have power
  - A government ruled by many is a republic or a democracy. (limited government)
    - Examples: United States, Germany, Israel, Argentina, Brazil, Peru, Japan, South Korea, The Philippines, Thailand

6.12B

**Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.**

Compare

WAYS VARIOUS SOCIETIES ORGANIZE GOVERNMENT AND HOW THEY FUNCTION

Including, but not limited to:

- People’s Republic of China
  - Communist party-led state
  - Constitution written in 1982 – revised several times
  - Executive – President, Vice-President, State Council, Premier
  - Legislative – unicameral – National People’s Congress
  - Judicial – Supreme People’s Court
  - 23 provinces (PRC considers Taiwan as 23rd province) – five autonomous regions, including Tibet, which has five municipalities directly under State Council
- Federal Republic of Germany
  - Federal republic
  - Founded 1949 – constitutional – unified 1990
  - Executive – president (titular chief of state), chancellor (executive head of government)

- Legislative – bicameral parliament
- Judicial – independent, Federal Constitutional Court
- 16 länders (states)
- Republic of India
  - Federal republic
  - Constitution – 1950
  - Executive – president (chief of state), prime minister (head of state), Council of Ministers (cabinet)
  - Legislative – bicameral parliament (Rajya Sabha or Council of States, and Lok Sabha or House of the People)
  - Judicial – Supreme Court
  - 28 states (including Jammu and Kashmir – India, Pakistan and China each control part of Kashmir), seven union territories (including National Capital Territory of Delhi)
- Russian Federation
  - Federation
  - Constitution – 1993
  - Executive – president, prime minister (chairman of government)
  - Legislative – Federal Assembly (Federation Council, State Duma)
  - Judicial – Constitutional Court, Supreme Court, Supreme Court of Arbitration, Office of the Procurator General
  - 83 federal subjects (members of the Federation), including 21 republics, 9 krays, 46 provinces (oblasts), 2 federal cities (Moscow, St. Petersburg), 1 autonomous oblast, 4 autonomous okrugs
  - Ongoing Ukrainian unrest as resulted in parts of Ukraine declaring independence with the intent to join Russia. Russia and Crimean leaders ratified an accession treaty with Crimea entering the Russian federation as a federal subject and the city of Sevastopol as a federal city. The eastern Ukrainian region of Donetsk has also declared independence and seeks to join the Russian Federation.
- Cuba
  - Communist
  - Single ruler until recently (cult of personality)
- Haiti
  - Nominal democracy with dictatorial periods
  - Kleptocracy

**6.12C**

**Identify historical origins of democratic forms of government such as Ancient Greece.**

Identify

HISTORICAL ORIGINS OF DEMOCRATIC FORMS OF GOVERNMENT

Including, but not limited to:

- Athens and the beginnings of the democratic system of government
- Legacies of ancient Greeks and ancient Romans as they relate to government and formation of democratic societies
- Development of democratic society
- Development of democracy in the United States

6.13

***Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:***

6.13A

**Describe roles and responsibilities of citizens in various contemporary societies, including the United States.**

Describe

ROLES AND RESPONSIBILITIES OF CITIZENS

Including, but not limited to:

- In representative governments the role of citizen is active in nature; thereby, creating certain responsibilities. These may include voting, military service, obeying laws, paying taxes, and serving on juries. Examples include the United States, Mexico, Brazil, India, and Israel.
- In non-representative governments the role of citizen is passive in nature; thereby, creating a system where citizens are responsible for producing for the state and subordinating their needs to that of the state. Examples include North Korea and Cuba.

6.13B

**Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.**

Explain

HOW OPPORTUNITIES FOR CITIZENS TO PARTICIPATE IN AND INFLUENCE POLITICAL PROCESS VARY

Including, but not limited to:

- Limited governments tend to allow citizens more opportunities to influence the political process. Generally in these societies citizens are given opportunities to vote, organize political parties and civic groups, protest peacefully, speak freely in the press and in public and contact leaders. The trend in the twentieth century has been for more societies to expand opportunities for political participation.
- Unlimited governments tend to allow fewer opportunities for citizens to participate in and influence the political process. In these societies some groups such as women may not be able to vote on a national level, free speech may be suppressed,

and only one political party may be sanctioned. Suppression of citizens' opportunities to participate in the political process may result in large public protest, such as during the Arab Spring of 2010.

**6.13C** Compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.

Compare

ROLE OF CITIZENS IN THE U.S. WITH ROLE OF CITIZENS FROM VARIOUS SOCIETIES WITH REPRESENTATIVE AND NON-REPRESENTATIVE GOVERNMENTS

Including, but not limited to:

- Citizens in the United States take an active role in political affairs, by voting, working for political candidates, lobbying, freely speaking out in the press and in public forums. Comparisons with various contemporary societies may show contrasts in these areas.

**6.14** *Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:*

**6.14A** Identify and explain the duty of civic participation in societies with representative governments.

Identify, Explain

IMPORTANCE OF CIVIC PARTICIPATION IN SOCIETIES WITH REPRESENTATIVE GOVERNMENTS

Including, but not limited to:

- Civic participation – being concerned with and involved in the public affairs of a community, state, nation, and world.
- Voting
- Being educated/informed on the issues
- Political advocacy
- Volunteering
- Charity work
- In societies with representative governments civic participation is necessary for the operation of the system.

**6.14B** Explain relationships among rights, responsibilities, and duties in societies with representative governments.

Explain

RELATIONSHIPS AMONG RIGHTS, RESPONSIBILITIES, AND DUTIES IN SOCIETIES WITH REPRESENTATIVE GOVERNMENTS

Including, but not limited to:

- Responsibilities are actions that a person morally, socially, or legally should do. Citizens in societies with representative governments have a responsibility to all other citizens to ensure that the enjoyment of their individual rights does not impede the development of the common good of society. There are two categories of responsibilities:
  - Personal responsibilities (e.g., taking care of themselves; accepting responsibility for the consequences of their actions; taking advantage of the opportunity to be educated; supporting their families)
  - Civic responsibilities are actions a citizen needs to perform (e.g., respecting the right of others; being informed and attentive to the needs of the community, staying informed about issues impacting the decisions of elected leaders; paying attention to the actions of elected leaders; communicating with representatives in school, local, state, and national governments; voting; paying taxes; serving in the armed forces)
- Rights are liberties which in democratic societies are protected by the government. (e.g., free speech, life, liberty, property, free exercise of religion):
  - Personal rights (e.g., freedom to travel, to live where one chooses, to marry and have children, and to have freedom of thought)
  - Political rights (e.g., right to vote, petition, assemble, and speak or publish freely)
  - Economic rights (e.g., ability to own property, change employment, join a union, or start a business)
- Duties are actions that are punishable if not performed (e.g., obeying the law and paying taxes).
- Rights, responsibilities, and duties are interrelated. (e.g., the right to vote is also understood as a responsibility to vote. The right to safe schools includes the responsibility to behave safely at school.)

6.15

***Culture. The student understands the similarities and differences within and among cultures in various world societies.***

***The student is expected to:***

6.15A

**Define culture and the common traits that unify a culture region.**

Define

CULTURE AND THE COMMON TRAITS THAT UNIFY A CULTURE REGION

Including, but not limited to:

- Culture – way of life that distinguishes a group, including the group's perception of itself and the behaviors the groups

transmits from one generation to another

- A culture region is unified by common elements including, language, beliefs, history, social structures, institutions, technology, art, foods and traditions.

**6.15B**

**Identify and describe common traits that define cultures.**

Describe

COMMON TRAITS THAT DEFINE CULTURES

Including, but not limited to:

- Religion
- Language
- Food preferences
- Celebrations
- Types of shelters
- Rules and mores
- Art
- Music
- Folklore
- Family structures
- Educational systems

Culture trait – a single element of common practice in a culture

**6.15C**

**Define a multicultural society and consider both the positive and negative qualities of multiculturalism.**

Define, Consider

MULTICULTURAL SOCIETY WITH POSITIVE AND NEGATIVE QUALITIES

Including, but not limited to:

- Multicultural society is one in which two or more cultures exist within close proximity
- Positive qualities of multiculturalism
  - Cultures borrow from each other, bringing larger varieties of food, traditions, music, religions, which creates opportunities.
    - Enslaved Africans brought musical traditions which were blended into many other forms (e.g., reggae, calypso, gospel,

- rhythm and blues, jazz, rock and roll).
- Use of French and English in Canada has created a multilingual society.
- Enslaved Africans brought their cultural traditions with them, introducing capoeira, samba, Candomblé, and African foods to Brazil.
- Inca descendants still celebrate ancient rituals in Peru today.
- Negative qualities of multiculturalism
  - Minority cultures may experience oppression and discrimination along with loss of local cultural traditions.
  - Tensions between cultural groups.
    - French in Canada, some desiring independence
    - Hutus and Tutsis in Rwanda
    - Serbs and Croats in Kosovo
    - Shi'a, Sunnis, and Kurds of the Southwest Asia
    - Because of racism, many African-derived practices were outlawed in Brazil into the 20th century.
    - Efforts to ban full-face religious veils in France, minarets in Switzerland

**6.15D**

**Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.**

Analyze, Evaluate

**EXPERIENCES AND CONTRIBUTIONS OF DIVERSE GROUPS TO MULTICULTURAL SOCIETIES**

Including, but not limited to:

- Experiences of diverse groups within multicultural societies will vary by society.
  - Mexicans and other immigrant groups in United States, French in Canada, American Indian tribes both countries
  - Africans in Brazil
  - Muslims in Europe
- Contributions of diverse groups to multicultural societies will vary by society.
  - Foods from throughout the world
  - Religious practices of diverse groups
  - Spiritual beliefs of native groups – people from other backgrounds draw on these elements for their own lives
  - Economic contributions (need for labor)
  - Fused different forms of architecture, art, music, dance, fashion
  - Traditions and customs

6.15E**Analyze the similarities and differences among various world societies.**

Analyze

## SIMILARITIES AND DIFFERENCES AMONG WORLD SOCIETIES

Including, but not limited to:

- Similarities between the United States and South American societies
  - Former colonies
  - Shared religious holidays, especially Christian holidays
  - Significant influences from American Indian tribes
  - Leisure time spent on sports, especially soccer
- Differences between the United States and South American societies
  - Language differences, Latin America-Spanish and Portuguese; United States mostly English with some Spanish
  - Religious differences, Latin America mostly Roman Catholic; United States various Christian denominations and mostly Protestant
  - Colonial differences, Latin America colonized mostly by Spanish and Portuguese; United States colonized more by British and French
  - Societal differences, Latin America experienced more mixing of ethnic groups, such as Africans, American Indian tribes and Europeans; United States experienced more cultural separation of various groups

6.15F**Identify and explain examples of conflict and cooperation between and among cultures.**

Identify, Explain

## EXAMPLES OF CONFLICT AND COOPERATION BETWEEN AND AMONG CULTURES

Including, but not limited to:

- North America
  - Québécois in Canada as an example of both conflict and cooperation
- Europe
  - European Union (UN) and North Atlantic Treaty Organization (NATO) as an examples of cooperation
  - Ethnic groups in the Balkans region as an example of conflict
  - Turks in Germany and Muslims in France as examples of conflict
  - Roma throughout Europe as an example of conflict
- Russia and the Eurasian Republics

- Various ethnic conflicts in the former Yugoslavian republic
- Chechens and Russians following the collapse of the Soviet Union as an example of conflict
- Southwest Asia and North Africa
  - Camp David Accords, Oslo Accords, OPEC as examples of cooperation
  - Israeli-Palestinian conflict
  - Sectarian divide in Iraq as an example of conflict
- Sub-Saharan Africa
  - Apartheid in South Africa example of conflict and eventual cooperation towards reconciliation
  - Religious strife in sub-Saharan Africa in the Sudan and in Nigeria

[6.16](#)

***Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:***

[6.16A](#)

**Identify institutions basic to all societies, including government, economic, educational, and religious institutions.**

Identify

INSTITUTIONS BASIC TO SOCIETIES

Including, but not limited to:

- Institution – refers to a long standing tradition, custom or practice that reflects the values of a society. All societies have governments, economic systems, educational systems, and religious institutions.
  - Governmental institutions – refers to a society’s system for creating rules and social order
  - Economic institutions – refers to the practices that a society employs to provide for basic needs; could include bartering, trading, agricultural practices, and money-based economic activities
  - Educational institutions – refers to the practices a society uses to pass on cultural and societal norms from one generation to the next; could include formal as well as informal schooling
  - Religious institutions – refers to societal practices that relate to belief systems

[6.16B](#)

**Compare characteristics of institutions in various contemporary societies.**

Compare

CHARACTERISTICS OF INSTITUTIONS IN SOCIETIES

Including, but not limited to:

- Comparisons of the characteristics of governmental institutions may include political systems, rights given to citizens, voting qualifications, laws
- Comparisons of the characteristics of economic institutions may include the type of economic activities, the availability of resources, gender roles in economic activities
- Comparisons of the characteristics of education institutions may include years of formal schooling, types of school for boys and for girls, types of informal schooling
- Comparisons of the characteristics of religious institutions may include various religious observances and rituals, architecture of religious buildings

**6.16C**

**Analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.**

Analyze

EFFORTS AND ACTIVITIES INSTITUTIONS USE TO SUSTAIN THEMSELVES OVER TIME

Including, but not limited to:

- In order to maintain a particular society's institutions, the values, norms and expectations of that society need to be passed from generation to generation. This is accomplished through the following activities:
  - Education – both formal and informal means are used by a society to inform the citizenry of their role, rights, and responsibilities
  - Use of monumental architecture by religious and governmental institutions – is used to convey power and authority
  - Controlling of information – can be accomplished by the sanctioning of artistic works, use of propaganda and censorship, or regulation of media

**6.17**

***Culture. The student understands relationships that exist among world cultures. The student is expected to:***

**6.17A**

**Identify and describe how culture traits such as trade, travel, and war spread.**

Identify, Describe

HOW CULTURE TRAITS SPREAD

Including, but not limited to:

- Trade – merchants established entrepôts and enclaves at different ports and trading centers and the contact between

merchants and people at these trade centers learn about one another's culture, such as along the Silk Routes, and Indian Ocean Trade Complex

- Travel – as people migrate to other regions culture is diffused to other regions; visitors to a region gain a better understanding of the culture of a region
- War – when a victorious society conquered territory a new political and cultural patterns are imposed on the region; soldiers deployed to an region learn about the culture of that region

**6.17B Identify and describe factors that influence cultural change such as improved communication, transportation, and economic development.**

Identify, Describe

FACTORS THAT INFLUENCE CULTURAL CHANGE

Including, but not limited to:

- Improved communication – facilitates the spread of ideas, especially with the advent of the Internet, which allows for communication across national borders more easily
- Improved transportation – facilitates travel and migration coupled with cultural diffusion; allows for the movement of goods to more places
- Economic development – facilitates the ability to access communication and transportation to a wider degree, hence promoting cultural diffusion; cultural landscapes begin to look similar with economic development reaching more places

**6.17C Evaluate the impact of improved communication technology among cultures.**

Evaluate

IMPACT OF IMPROVED COMMUNICATION TECHNOLOGY AMONG CULTURES

- Information spreads more widely and faster.
- Widespread use of technologies to communicate and access information makes state censorship more challenging.

**6.17D Identify and define the impact of cultural diffusion on individuals and world societies.**

Identify, Define

IMPACT OF CULTURAL DIFFUSION ON INDIVIDUALS AND WORLD SOCIETIES

Including, but not limited to:

- Central America and the Caribbean
  - Cultural diffusion in the region resulted in the creation of new societies that mixed indigenous culture with African culture and European culture.
  - New language patterns emerged with the introduction of European languages.
  - New religious practices emerged blending features from indigenous culture with African practices and Catholicism.
- Europe
  - Europe has also been on the receiving end of cultural diffusion due to migration from former colonies and other places. There are a number of South Asians in Britain; Africans in France. Non-colonial relationships include Turks in Germany, Afghans and Kurds and Iranians in Netherlands and Scandinavia.
  - Some tensions have emerged as governments sought to address Muslim practices, such as wearing of the hijab (veil).
  - Cultural diversity has emerged in the region.
- Russia and the Eurasian Republics
  - Cultural diffusion spread Eastern Orthodox religion to Russia and Eastern Europe and Islam to central Asian republics and Caucasus region.
  - Since the fall of the Soviet Union cultural diffusion is responsible for exposing Russians to western music, clothing and popular culture.
- Southwest Asia and North Africa
  - Exposure to ideas about democracy has led to an increase in demand for the same level of civic participation and human rights at home.

**6.17E**

**Identify examples of positive and negative effects of cultural diffusion.**

Identify

EXAMPLES OF POSITIVE AND NEGATIVE EFFECTS OF CULTURAL DIFFUSION

Including, but not limited to:

- Positive effects of cultural diffusion
  - Spread of technologies that promote economic development
  - Spread of medical practices that relieve human suffering
  - Spread of ideas related to democratic practices and human rights
  - Emergence of new cultural patterns
  - Increased cultural understanding

- Increasing economic interdependence promoting cooperation
- Negative effects of cultural diffusion
  - Loss of local cultural traditions
  - Domination of one culture over others
  - Perpetuation of the superiority of some cultures
  - Lack of distinction between cultural and commercial landscapes

**6.18**

***Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:***

**6.18A**

**Explain the relationships that exist between societies and their architecture, art, music, and literature.**

Explain

RELATIONSHIPS BETWEEN SOCIETIES AND THEIR ARCHITECTURE, ART, MUSIC, AND LITERATURE

Including, but not limited to:

- Societies produce architecture, art, music and literature that reflect the cultural values of that society. For example the Gothic cathedrals that reflect the influence of Christianity in European culture; landscape paintings produced by artists in East Asia reflect the idea of living in harmony with nature, which is consistent with philosophical beliefs that originated in this region.
- Artists are impacted by the culture and time period in which they live. For example the humanist influence that is reflected in many works of the European Renaissance.
- Artists also influence cultures with the art, music and literature they produce. For example the murals of Diego Rivera and the works of Frida Kahlo which showcased Mexican workers and indigenous people.
- Societies use architecture, art, music and literature as a means of communicating values. For example the architectural monuments in Europe like the Eiffel Tower, Arc de Triomphe and the Brandenburg Gate; the temples that are a part of the India's cultural landscape communicate the importance of Hinduism in Indian society. Government buildings in South Asia also mirror temple architecture.

**6.18B**

**Relate ways in which contemporary expressions of culture have been influenced by the past.**

Relate

WAYS CONTEMPORARY CULTURE HAS BEEN INFLUENCED BY THE PAST

Including, but not limited to:

- Architecture, art, literature, clothing, ceremonies and rituals, etc.
  - Diego Rivera – drawing on pre-Colombian history to depict Mexican identity; uses folklore and heritage in his murals
- Folklore as a reflection of long time community value systems
  - Hinduism and traditional folklore appears regularly in Indian comics, art, television, and movies

**6.18C**

**Describe ways in which contemporary issues influence creative expressions.**

Describe

WAYS SOCIETAL ISSUES INFLUENCE CREATIVE EXPRESSIONS

Including, but not limited to:

- Contemporary issues related to human rights, war, and social change often influence creative expressions. For example the American Founding Fathers were influenced by enlightenment ideas about human rights of life, liberty and property. The works of Diego Rivera were influenced by what he saw as a lack of rights for workers. During World War I an extensive body of poetry was produced by soldiers experiencing trench warfare. Writers such as Nigerian author Chinua Achebe, who wrote about colonialism in Nigeria, respond to the cultural and social changes they witness.

**6.18D**

**Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.**

Identify

EXAMPLES OF ART, MUSIC, LITERATURE THAT HAVE TRANSCENDED SOCIETY, CONVEYED UNIVERSAL THEMES

Including, but not limited to:

- Art
  - *Mona Lisa* and *The Last Supper* by Leonardo da Vinci; *The Persistence of Memory* by Salvador Dali
- Music
  - works of Beethoven, Mozart, Bach
- Literature
  - works of Shakespeare, Charles Dickens, and Jane Austen

**6.19**

***Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:***

6.19A**Explain the relationship among religious ideas, philosophical ideas, and cultures.**

Explain

RELATIONSHIP AMONG RELIGIOUS IDEAS, PHILOSOPHICAL IDEAS, CULTURES

Including, but not limited to:

- New religious and philosophical ideas emerged as humans explored the nature of human existence and the nature of human relationships.
- Cultures are distinguished by the religious ideas and/or philosophical ideas which have been adopted and passed on through generations.
- Belief systems are considered an element of culture which influence cultural institutions and practices
- Religious and philosophical ideas can influence the cultural landscape and institutions of a region such as with differences of architecture, organization of governments, and traditions among social groups.

6.19B**Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.**

Explain

SIGNIFICANCE OF RELIGIOUS HOLIDAYS AND OBSERVANCES

Including, but not limited to:

- Christmas – Christian celebration rooted in the religious belief of the birth of Jesus Christ as the universal Messiah.
- Easter – Christian observance rooted in the religious belief of Jesus Christ's resurrection from the dead.
- Rosh Hashanah – Jewish commemoration of the New Year in the Jewish calendar, usually occurring in early autumn during the Hebrew month of Tishrei.
- Yom Kippur – Jewish commemoration rooted in the religious belief of a Day of Atonement. Considered the most solemn holy day in the Jewish calendar.
- Ramadan – Islamic commemoration rooted in the religious belief that the text of the Qur'an was revealed to the Prophet Muhammad.
- The Hajj – Islamic pilgrims visit the Ka'aba and perform a variety of acts to commemorate various facets of Islamic life and history.
- Diwali – Hindu commemoration rooted in the religious belief of the return of Lord Rama, along with Sita and Lakshmana, from a fourteen-year-long exile and vanquishing of the demon-king Ravana. Popularly known as the "festival of lights."
- Vaisakhi – Sikh commemoration celebrating the establishment of the Sikh community in 1699.

**6.20**

**Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:**

**6.20A**

**Give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world.**

Give

EXAMPLES OF SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS THAT HAVE TRANSCENDED BOUNDARIES OF SOCIETIES AND SHAPED THE WORLD

Including, but not limited to:

- Block printing, moveable type, printing press
- Steam-powered engine, internal combustion engine
- Canals, ships, railroads, automobiles, airplanes, rockets
- Dams, irrigation systems, desalinization plants
- Electricity
- Telegraph, telephone, satellites
- Computers, Internet
- Vaccines, medicines, such as quinine and penicillin
- Poisonous gas, guns, atomic weapons
- Scientists and inventors facilitate the discovery and invention of new technologies often through exhaustive trial and error. These advances then are widely produced in the economic sector and spread from one culture to another.

**6.20B**

**Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology.**

Explain

HOW RESOURCES, BELIEF SYSTEMS, ECONOMIC FACTORS, POLITICAL DECISIONS AFFECT THE USE OF TECHNOLOGY

Including, but not limited to:

- Resources
  - Societies that have access to resources that facilitate the production of technologies generally have the standard of living that allows for access to and use of those technologies.

- Belief systems
  - Societies which have long-held beliefs about freedom of choice tend to embrace the use of technology, while more traditional cultures may use less technology.
- Economic factors
  - The cost of design and development, construction, and operation of technology affects the access to technology and use of technology.
- Political decisions
  - Societies which restrict the rights of citizen may also block use of technology, such as access to the Internet and other sources of information.

6.20C

**Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.**

Make

PREDICTIONS ABOUT FUTURE SOCIAL, POLITICAL, ECONOMIC, CULTURAL, AND ENVIRONMENTAL IMPACTS FROM FUTURE DISCOVERIES AND INNOVATIONS

Including, but not limited to:

- Predictions about future impacts could relate to the following:
  - Development of aerospace and communication technologies
  - Creation of alternative energy sources
  - Development of new medical and life-saving devices and/or drugs

6.21

***Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:***

6.21A

**Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures.**

Differentiate between, Locate, Use

VALID PRIMARY AND SECONDARY SOURCES TO ACQUIRE INFORMATION ABOUT VARIOUS WORLD CULTURES

Including, but not limited to:

- Computer software
- Interviews
- Biographies
- Oral materials
- Print materials
- Visual material
- Artifacts

**6.21B**

**Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.**

Analyze

INFORMATION

Including, but not limited to:

- Sequencing
- Categorizing
- Identifying cause-and-effect relationships
- Comparing
- Contrasting
- Finding the main idea
- Summarizing
- Making generalizations and predictions
- Drawing inferences and conclusions

**6.21C**

**Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.**

Organize, Interpret

INFORMATION

Including, but not limited to:

- Outlines
- Reports
- Databases
- Visuals
  - Graphs
  - Charts
  - Timelines
  - Maps

[6.21D](#)

**Identify different points of view about an issue or current topic.**

Identify

DIFFERENT POINTS OF VIEW ABOUT AN ISSUE OR CURRENT TOPIC

[6.21E](#)

**Identify the elements of frame of reference that influenced participants in an event.**

Identify

ELEMENTS OF FRAME OF REFERENCE THAT INFLUENCED PARTICIPANTS IN AN EVENT

[6.21F](#)

**Use appropriate mathematical skills to interpret social studies information such as maps and graphs.**

Use

APPROPRIATE MATHEMATICAL SKILLS TO INTERPRET SOCIAL STUDIES INFORMATION

Including, but not limited to:

- Maps
- Graphs

[6.22](#)

***Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:***

[6.22A](#)

**Use social studies terminology correctly.**

GRADE 6

	<p>Use SOCIAL STUDIES TERMINOLOGY CORRECTLY</p>
<p><u>6.22B</u></p>	<p><b>Incorporate main and supporting ideas in verbal and written communication based on research.</b></p> <p>Incorporate MAIN, AND SUPPORTING IDEAS IN VERBAL AND WRITTEN COMMUNICATION BASED ON RESEARCH</p>
<p><u>6.22C</u></p>	<p><b>Express ideas orally based on research and experiences.</b></p> <p>Express IDEAS ORALLY BASED ON RESEARCH AND EXPERIENCES</p>
<p><u>6.22D</u></p>	<p><b>Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.</b></p> <p>Create WRITTEN AND VISUAL MATERIAL BASED ON RESEARCH</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Reports</li> <li>• Graphic organizers</li> <li>• Outlines</li> <li>• Bibliographies</li> </ul>
<p><u>6.22E</u></p>	<p><b>Use standard grammar, spelling, sentence structure, and punctuation.</b></p> <p>Use STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE, AND PUNCTUATION</p>

[6.22F](#)

**Use proper citations to avoid plagiarism.**

Use

PROPER CITATIONS TO AVOID PLAGIARISM

[6.23](#)

***Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:***

[6.23A](#)

**Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**

Use

PROBLEM-SOLVING PROCESS

Including, but not limited to:

- Identify a problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

[6.23B](#)

**Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.**

Use

DECISION-MAKING PROCESS

Including, but not limited to:

- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences

GRADE 6

- Take action to implement a decision

***Black text in italics: Knowledge and Skills Statement (TEKS);*** **Black text: Student Expectation (TEKS)**

**Blue text: Supporting information / Clarifications from TCMPC (Specificity)**

**Black text: Texas Education Agency (TEA)**