

Grade 6 Social Studies TEKS

Knowledge and skills

	Fort Davis History	The Soldiers	Civilian Life	Preservation	Wrap-up
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.</p>	X	X	X	X	X
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p> <p>(A) explain the significance of individuals or groups from selected societies, past and present; and</p> <p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	X	X	X	X	X
<p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p>	X	X	X	X	X
<p>4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>(A) locate major historical and contemporary societies on maps and globes;</p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>(C) explain ways in which human migration influences the character of places and regions; and</p> <p>(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.</p>	X	X	X	X	X
<p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and</p> <p>(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.</p>	X	X	X	X	X
<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p> <p>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;</p> <p>(B) identify and analyze ways people have modified the physical environment; and</p> <p>(C) describe ways in which technology influences human capacity to modify the physical environment.</p>	X	X	X	X	X
<p>(10) Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:</p> <p>(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and</p> <p>(B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.</p>	X				

<p>(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States; (B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and (C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.</p>	X	X	X	X	
<p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p> <p>(A) identify and explain the importance of voluntary civic participation in democratic societies; and (B) explain relationships among rights and responsibilities in democratic societies.</p>	X	X	X	X	
<p>(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>(A) define the concepts of culture and culture region; (B) describe some traits that define cultures; (C) analyze the similarities and differences among selected world societies; and (D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda.</p>	X	X	X	X	X
<p>(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and (B) compare characteristics of institutions in selected contemporary societies.</p>	X	X	X	X	
<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(A) explain aspects that link or separate cultures and societies; (B) explain the impact of political boundaries that cut across culture regions; (C) analyze how culture traits spread; (D) explain why cultures borrow from each other; (E) evaluate how cultural borrowing affects world cultures; and (F) evaluate the consequences of improved communication among cultures.</p>	X				
<p>(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature; (B) relate ways in which contemporary expressions of culture have been influenced by the past; (C) describe ways in which societal issues influence creative expressions; and (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.</p>	X	X	X	X	
<p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and (B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.</p>	X	X	X	X	
<p>(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p> <p>(A) 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; (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place,</p>				X	

<p>culture to culture, and society to society; and (C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.</p>					
<p>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (D) identify different points of view about an issue or topic; (E) identify the elements of frame of reference that influenced participants in an event; and (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	X	X	X	X	X
<p>(22) Social in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation.</p>	X	X	X	X	X