

Course: 6 th Grade Social Studies – World Cultures			Designated Six Weeks: Recurring Throughout Year		
Unit: Recurring TEKS			Days to teach:		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

<p>3. Geography. The student uses geographic tools to answer geographic questions.</p> <p>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</p> <p>5. Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies.</p> <p>6. Geography. The student understands that geographical patterns result from physical environmental processes</p> <p>7. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions</p> <p>9. Economics. The student understands the various ways in which people organize economic systems</p> <p>10. Economics. The student understands categories of economic activities and the data used to measure a society's economic level</p> <p>17. Culture. The student understands relationships that exist among world cultures</p> <p>20. Science, technology, and society. The student understands the influences of science and technology on contemporary societies</p>					
<p>(3D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries. (4A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location. (4B) identify and explain the geographic factors responsible for patterns of population in places and regions (4C) explain ways in which human migration influences the character of places and regions (4E) draw sketch maps that illustrate various places and regions (4F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South</p>	<p>- Identify and explain major countries, migrations and geographic patterns in the modern world.</p>	<p>- Why do geographers use a variety of maps to represent the world?</p> <p>- How do geographers show information on maps?</p> <p>- How do a society's consumption patterns affect people and the planet?</p>		<p>ELPS Recurring Strategies:</p> <ul style="list-style-type: none"> - Cornell Notes - Vocabulary Foldables - KWL - Graphic Organizers - Anticipation Guides 	<p>Textbook: People Places and Change</p> <p>Textbook: World: Adventures in Time and Place</p> <p>Textbook: Geography Alive</p> <p>History Alive</p> <p>Atlases</p>

Course: 6 th Grade Social Studies – World Cultures			Designated Six Weeks: Recurring Throughout Year		
Unit: Recurring TEKS			Days to teach:		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
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					
(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 how geographical factors influence borders	- How does urban sprawl affect people and the planet?			
(6B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber	- Locate and describe types of resources				
(7A) identify and analyze ways people have adapted to the physical environment in various places and regions (7C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control	- Analyze how humans have adapted geography for their benefit	- How does where you live influence how you live?			
(9A) compare ways in which various societies organize the production and distribution of goods and services					
(10A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries	- Describe different economic concepts				

Course: 6 th Grade Social Studies – World Cultures			Designated Six Weeks: Recurring Throughout Year		
Unit: Recurring TEKS			Days to teach:		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
(10B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy;					
(17A) identify and describe how culture traits such as trade, travel, and war spread (17C) evaluate the impact of improved communication technology among cultures (17D) identify and define the impact of cultural diffusion on individuals and world societies (17E) identify examples of positive and negative effects of cultural diffusion	- Identify and evaluate how cultures spread.				
(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 (20B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology (20C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and	- Explain and give examples of how technology has developed and where it is headed				



Course: 6 th Grade Social Studies – World Cultures			Designated Six Weeks: Recurring Throughout Year		
Unit: Recurring TEKS			Days to teach:		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
technological innovations					