
Social Studies, Grade 5, Beginning with School Year 2011-2012

Bolded material reflects added/altered material in the newly adopted TEKS.

(a) Introduction.

(1) In Grade 5, students **survey** the history of the United States from **1565** to the present. Historical content includes the colonial period, the American Revolution, the establishment of the **U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries.** Students **study** a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students **study the fundamental rights guaranteed in the Bill of Rights.** Students examine the importance of effective leadership in a **constitutional republic** and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe **the cultural impact** of various racial, ethnic, and religious groups in the nation and identify **the accomplishments of notable individuals in the fields of science and technology.** Students **explain symbols, traditions, and landmarks that represent American beliefs and principles.** Students use critical-thinking skills **to sequence, categorize, and summarize** information and **to draw** inferences and conclusions.

(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 **documents, biographies, novels, speeches, letters, poetry, songs, and artworks** is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 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.**

(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.**

(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) **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.**

(7) **State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.**

(A) **Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must**

include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(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.

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Knowledge and Skills Statement	Student Expectations	Notes
5(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, <u>including</u> the search for religious freedom and economic gain; and (B) describe the accomplishments of significant individuals during the colonial period, <u>including</u> William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.	
5(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(A) identify <u>and</u> analyze the causes and effects of events prior to and during the American Revolution, <u>including</u> the French and Indian War and the Boston Tea Party; (B) identify the Founding Fathers and Patriot heroes, <u>including</u> John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and (C) summarize the results of the American Revolution, <u>including</u> the establishment of the United States and the <u>development</u> of the U.S. military.	
5(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	(A) identify the issues that led to the creation of the U.S. Constitution, <u>including</u> the weaknesses of the Articles of Confederation; and (B) identify the contributions of individuals, <u>including</u> James Madison, and others <u>such as</u> George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.	
5(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th	(A) describe the causes and effects of the War of 1812; (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;	

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century. The student is expected to:	<p>(C) identify reasons people moved west;</p> <p>(D) identify significant events and concepts associated with U.S. territorial expansion, <u>including</u> the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;</p> <p>(E) identify the causes of the Civil War, <u>including</u> sectionalism, states' rights, and slavery, and the effects of the Civil War, <u>including</u> Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;</p> <p>(F) explain how industry and the mechanization of agriculture changed the American way of life; and</p> <p>(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.</p>	
5(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	<p>(A) analyze various issues and events of the 20th century <u>such as</u> industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;</p> <p>(B) analyze various issues and events of the 21st century <u>such as</u> the War on Terror and the 2008 presidential election; and</p> <p>(C) identify the accomplishments of individuals and groups <u>such as</u> Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.</p>	
5(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	<p>(A) apply geographic tools, <u>including</u> grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>(B) translate geographic data into a variety of formats <u>such as</u> raw data to graphs and maps.</p>	
5(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	<p>(A) describe a variety of regions in the United States <u>such as</u> political, population, and economic regions that result from patterns of human activity;</p> <p>(B) describe a variety of regions in the United States <u>such as</u> landform, climate, and vegetation regions that result from physical characteristics <u>such as</u> the Great Plains, Rocky Mountains, and Coastal Plains;</p> <p>(C) locate on a map important political features <u>such as</u> the ten largest urban areas in the</p>	

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	<p>United States, the 50 states and their capitals, and regions <u>such as</u> the Northeast, the Midwest, and the Southwest; and</p> <p>(D) locate on a map important physical features <u>such as</u> the Rocky Mountains, Mississippi River, and Great Plains.</p>	
5(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	<p>(A) identify and describe the types of settlement and patterns of land use in the United States;</p> <p>(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and</p> <p>(C) analyze the reasons for the location of cities in the United States, <u>including</u> capital cities, and explain their distribution, past and present.</p>	
5(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	<p>(A) describe how and why people have adapted to and modified their environment in the United States, past and present, <u>such as</u> the use of human resources to meet basic needs; and</p> <p>(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.</p>	
5(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	<p>(A) explain the economic patterns of early European colonists; and</p> <p>(B) identify major industries of colonial America.</p>	
5(11) Economics. The student understands the development , characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	<p>(A) describe the development of the free enterprise system in colonial America and the United States;</p> <p>(B) describe how the free enterprise system works in the United States; and</p> <p>(C) give examples of the benefits of the free enterprise system in the United States.</p>	
5(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	<p>(A) explain how supply and demand affects consumers in the United States; and</p> <p>(B) evaluate the effects of supply and demand on business, industry, and agriculture, <u>including</u> the plantation system, in the United States.</p>	
5(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	<p>(A) compare how people in different parts of the United States earn a living, past and present;</p> <p>(B) identify and explain how geographic factors have influenced the location of economic</p>	

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	<p>activities in the United States;</p> <p>(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;</p> <p>(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and</p> <p>(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</p>	
<p>5(14) Government. The student understands the organization of governments in colonial America. The student is expected to:</p>	<p>(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and</p> <p>(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>	
<p>5(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:</p>	<p>(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;</p> <p>(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and</p> <p>(C) explain the reasons for the creation of the Bill of Rights and its importance.</p>	
<p>5(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p>	<p>(A) identify and explain the basic functions of the three branches of government;</p> <p>(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and</p> <p>(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>	
<p>5(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;</p> <p>(B) sing or recite "The Star-Spangled Banner" and explain its history;</p> <p>(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag;</p> <p>(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and</p> <p>(E) explain the significance of important landmarks, including the White House, the</p>	

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	Statue of Liberty, and Mount Rushmore.	
5(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels . The student is expected to:	(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels ; and (B) explain how to contact elected and appointed leaders in local, state, and national governments.	
5(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic . The student is expected to:	(A) explain the contributions of the Founding Fathers to the development of the national government ; (B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and (C) identify and compare leadership qualities of national leaders, past and present.	
5(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney ; and (B) describe various amendments to the U.S. Constitution <u>such as</u> those that extended voting rights of U.S. citizens.	
5(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) identify significant examples of art, music, and literature from various periods in U.S. history <u>such as</u> the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and (B) explain how examples of art, music, and literature reflect the times during which they were created.	
5(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States; (B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and (C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	
5(23) Science, technology, and society. The student understands the impact of science	(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison,	

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<p>and technology on society in the United States. The student is expected to:</p>	<p>Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;</p> <p>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program;</p> <p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and</p> <p>(D) predict how future scientific discoveries and technological innovations could affect society in the United States.</p>	
<p>5(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources <u>such as</u> computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;</p> <p>(B) 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;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue, topic, or current event; and</p> <p>(E) identify the historical context of an event.</p>	
<p>5(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material <u>such as</u> journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>	
<p>5(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a</p>	<p>(A) 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</p>	

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variety of settings. The student is expected to:

evaluate the effectiveness of the solution; and

(B) 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.

Historical Figures - Grade 5:

Including:

- John Adams 2(B)
- Samuel Adams 2(B)
- Neil Armstrong 23(A)
- William Bradford 1(B)
- Alexander Graham Bell 23(A)
- George Washington Carver 23(A)
- William Clark 4(D)
- John Deere 23(A)
- Thomas Edison 23(A)
- Benjamin Franklin 2(B), 23(A)
- Nathan Hale 2(B)
- Anne Hutchinson 1(B)
- Thomas Jefferson 2(B)
- Meriwether Lewis 4(D)
- James Madison 3(B)
- William Penn 1(B)
- John Smith 1(B)
- George Washington 2(B)
- Eli Whitney 23(A)
- Roger Williams 1(B)
- John Wise 1(B)

- The Sons of Liberty 2(B)
- The Wright Brothers 23(A)

Such As:

- Jane Addams 5(C)
- Susan B. Anthony 5(C)
- Cesar Chavez 5(C)
- Dwight Eisenhower 5(C)
- Martin Luther King Jr. 5(C)
- George Mason 3(B)
- Rosa Parks 5(C)
- Charles Pinckney 3(B)
- Colin Powell 5(C)
- Ronald Reagan 5(C)
- Franklin D. Roosevelt 5(C)
- Roger Sherman 3(B)

- 442nd Regimental Combat Team 5(C)
- Tuskegee Airmen 5(C)

Social Studies TEKS Terminology - Grade 5

Words are listed where they first appear. This is not an exhaustive list.

History	Geography	Economics	Government	Citizenship	Culture	Science, Technology, and Society	Social Studies Skills
Economic gain	Raw data	Plantation system	Systems of government	Congress	Literature	Transcontinental railroad	Historical context
Articles of Confederation			Representative government	Freedom of religion, speech and press	Religious groups		
Expansion			Monarchy	Right to assemble and petition			
Manifest Destiny			Mayflower Compact	Right to keep and bear arms			
Sectionalism			Preamble	Trial by jury			
States' rights			Branches of government	Right to an attorney			
Slavery			Checks and balances	Voting rights			
Amendment			Federal system				
Mechanization of agriculture							
Great Depression							
Civil rights							
Military action							
War on terror							
Women's rights							
Politics							

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

Bolded material reflects added/altered material in the newly adopted TEKS.

(a) Introduction.

(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.**

(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.

(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 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.**

(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.**

(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) **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.**

(7) **State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.**

(A) **Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to**

the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(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.

Grade 6		
Knowledge and Skills Statement	Student Expectation	Notes
6(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors <u>such as</u> invasion, conquests, colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	
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:	(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies <u>such as</u> the classical Greeks on government and the American Revolution on the French Revolution; and (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	
6(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:	(A) pose and answer geographic questions, <u>including</u> : 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? (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases; (C) compare various world regions and countries using data from geographic tools, <u>including</u> maps, graphs, charts, databases, and models; and (D) create thematic maps, graphs, charts, models, and databases depicting aspects <u>such as</u> population, disease, and economic activities of various world regions and countries.	
6(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various	(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location; (B) identify and explain the geographic factors responsible for patterns of population in	

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<p>contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p>	<p>places and regions;</p> <p>(C) explain ways in which human migration influences the character of places and regions;</p> <p>(D) identify and locate major physical and human geographic features <u>such as</u> landforms, water bodies, and urban centers of various places and regions;</p> <p>(E) draw sketch maps that illustrate various places and regions; and</p> <p>(F) identify the location of major world countries <u>such as</u> 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.</p>	
<p>6(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) identify and explain the geographic factors responsible for the location of economic activities in places and regions;</p> <p>(B) identify geographic factors <u>such as</u> location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and</p> <p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.</p>	
<p>6(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</p>	<p>(A) describe and explain the effects of physical environmental processes <u>such as</u> erosion, ocean currents, and earthquakes on Earth's surface;</p> <p>(B) identify the location of renewable and nonrenewable natural resources <u>such as</u> fresh water, fossil fuels, fertile soils, and timber; and</p> <p>(C) analyze the effects of the interaction of physical processes and the environment on humans.</p>	
<p>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:</p>	<p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions;</p> <p>(B) identify and analyze ways people have modified the physical environment <u>such as</u> mining, irrigation, and transportation infrastructure; and</p> <p>(C) describe ways in which technology influences human interactions with the environment <u>such as</u> humans building dams for flood control.</p>	
<p>6(8) Economics. The student understands the</p>	<p>(A) describe ways in which the factors of production (natural resources, labor, capital, and</p>	

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factors of production in a society's economy. The student is expected to:	entrepreneurs) influence the economies of various contemporary societies; (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.	
6(9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(A) compare ways in which various societies organize the production and distribution of goods and services; (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; (C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and (D) examine the record of collective, non-free market economic systems in contemporary world societies.	
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:	(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries; (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and (C) identify and describe the effects of government regulation and taxation on economic development and business planning.	
6(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:	(A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); (B) compare the characteristics of limited and unlimited governments; (C) identify reasons for limiting the power of government; and (D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	
6(12) Government. The student understands various ways in which people organize governments. The student is expected to:	(A) identify and give examples of governments with rule by one, few, or many; (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	

Grade 6

Knowledge and Skills Statement	Student Expectation	Notes
	(C) identify historical origins of democratic forms of government <u>such as</u> Ancient Greece.	
6(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(A) describe roles and responsibilities of citizens in various contemporary societies, <u>including</u> the United States; (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and (C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.	
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:	(A) identify and explain the duty of civic participation in societies with representative governments ; and (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	
6(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:	(A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures; (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism ; (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies ; (E) analyze the similarities and differences among various world societies; and (F) identify and explain examples of conflict and cooperation between and among cultures.	
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:	(A) identify institutions basic to all societies, <u>including</u> government, economic, educational, and religious institutions; (B) compare characteristics of institutions in various contemporary societies; and (C) 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.	
6(17) Culture. The student understands relationships that exist among world cultures.	(A) identify and describe how culture traits <u>such as</u> trade, travel, and war spread;	

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The student is expected to:	<p>(B) identify and describe factors that influence cultural change <u>such as</u> improved communication, transportation, and economic development;</p> <p>(C) evaluate the impact of improved communication technology among cultures;</p> <p>(D) identify and define the impact of cultural diffusion on individuals and world societies; and</p> <p>(E) identify examples of positive and negative effects of cultural diffusion.</p>	
<p>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:</p>	<p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past;</p> <p>(C) describe ways in which contemporary issues influence creative expressions; and</p> <p>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes <u>such as</u> religion, justice, and the passage of time.</p>	
<p>6(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</p> <p>(B) explain the significance of religious holidays and observances <u>such as</u> Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>	
<p>6(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p>	<p>(A) give examples of scientific discoveries and technological innovations, <u>including</u> the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p> <p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and</p> <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>	
<p>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, <u>including</u> electronic</p>	<p>(A) differentiate between, locate, and use valid primary and secondary sources <u>such as</u> computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making</p>	

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<p>technology. The student is expected to:</p>	<p>generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or current topic;</p> <p>(E) identify the elements of frame of reference that influenced participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information <u>such as</u> maps and graphs.</p>	
<p>6(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication based on research;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material <u>such as</u> journal entries, reports, graphic organizers, outlines, and bibliographies based on research;</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation; and</p> <p>(F) use proper citations to avoid plagiarism.</p>	
<p>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:</p>	<p>(A) 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; and</p> <p>(B) 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.</p>	

Social Studies TEKS Terminology - Grade 6

Words are listed where they first appear. This is not an exhaustive list.

History	Geography	Economics	Government	Citizenship	Culture	Science, Technology, and Society	Social Studies Skills
Invasion	Geographic question	Factors of production	Limited government	Civic participation	Multicultural society	Belief systems	Frame of reference
Conquest	Model	Labor	Unlimited government	Conflict and cooperation	Multiculturalism		Citation
Classical Greeks	Thematic map	Capital	Constitutional government		Educational institutions		Plagiarism
	Urban center	International trade	Totalitarian government		Monumental architecture		
	Economic development	Socialist	Human rights		Trait		
	Foreign policy	Communist	Oppression		Cultural diffusion		
	Transportation corridor and barrier	Morality	Rule by one		Contemporary issue		
	Erosion	Ethics	Rule by few		Philosophical idea		
	Ocean current	Collective, non-free market economic system	Rule by many				
	Renewable and nonrenewable resource	Wholesale industry					
	Fossil fuel	Retail industry					
	Fertile	Manufacturing					
	Mining	Service industry					
	Irrigation	Life expectancy					
	Infrastructure	Gross domestic product (GDP)					
	Interactions	GDP per capita					
	Flood Control	Literacy					
		Government regulation					
		Business planning					