

Grade 6 World History CURRICULUM		TEKS
UNIT 6	DAYS TO TEACH (approx) 4 weeks	<p><b>6.2a)</b> explain the significance of individuals or groups from selected societies, past and present;</p> <p><b>6.3a)</b> 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>b)</b> pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases</p> <p><b>6.4b)</b> pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases</p> <p><b>6.5b)</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> <p><b>6.6c)</b> analyze the effects of physical processes and the physical environment on humans</p> <p><b>6.7a)</b> identify and analyze ways people have adapted to the physical environment in selected places and regions;</p> <p><b>6.10a)</b> define and give examples of primary, secondary, tertiary, and quaternary industries</p> <p><b>6.13c)</b> compare the role of citizens in the United States with the role of citizens from selected democratic and no democratic contemporary societies.</p> <p><b>6.16b)</b> compare characteristics of institutions in selected contemporary societies</p> <p><b>6.17c)</b> analyze how culture traits spread</p> <p><b>f)</b> evaluate the consequences of improved communication among cultures</p> <p><b>6.18b)</b> relate ways in which contemporary expressions of culture have been influenced by the past;</p> <p><b>6.19a)</b> explain the relationship among religious ideas, philosophical ideas, and cultures</p> <p><b>b)</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> <p><b>6.21a)</b> 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</p> <p><b>b)</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><b>6.22a)</b> use social studies terminology correctly</p> <p><b>6.23a)</b> 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</p>
S.E. Asia (China, Japan, N/S Korea)	Textbook Chapter(s)	
<p>ESSENTIAL CONTENT AND SUBTOPICS</p> <p>I. Geography</p> <p>A. Physical features</p> <p>B. Political features</p> <p>C. Migration-people and ideas</p> <p>II. History</p> <p>A. Influences between past conflicts and current Conditions</p> <p>B. Contributions from individual and group leaders</p> <p>III. Government/Citizenship</p> <p>A. Types of government-organization</p> <p>B. Limited/unlimited</p> <p>C. Roles and responsibilities</p> <p>IV. Economics</p> <p>A. Organization of economic systems</p> <p>B. Economic development</p> <p>C. Science and Technology</p> <p>V. Cultural Contributions</p> <p>A. Religion</p> <p>B. Ethnic conflict</p> <p>C. Tradition</p>		
<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <li>How has Japan's lack of natural resources affected its economy?</li> <li>How has population density affected the cultures of Asia?</li> </ol> <ol style="list-style-type: none"> <li>How has the cultures of China and Japan affected America?</li> <li>How has the cultures of America affected China and Japan?</li> <li>How has geography influenced what people eat in different parts of Asia?</li> </ol>		
<p>ESSENTIAL TERMS</p> <p>Population Density</p> <p>Hindu</p> <p>Command Economy</p> <p>Himalayan Mountains</p> <p>Buddhism</p> <p>Confucianism</p> <p>Daoism</p> <p>Peasants</p> <p>ancestors</p>		

<b>6<sup>th</sup> Grade Social Studies Curriculum</b>		TEKS	
<b>UNIT 6, Ctd.</b>		DAYS TO TEACH (Approx) 2 weeks	
<b>Australia and New Zealand</b>		Textbook Chapter(s) Chap. 32	
ESSENTIAL CONTENT AND SUBTOPICS			
<p>I.      <i>Geography</i></p> <p>    A.   Physical features</p> <p>    B.   Political features</p> <p>    C.   Migration-people and ideas</p> <p>II.     History</p> <p>    A.   Influences between past conflicts and current conditions</p> <p>    B.   Contributions from individual and group leaders</p> <p>III     Government/Citizenship</p> <p>    A.   Types of government-organization</p> <p>    B.   Limited/unlimited</p> <p>    C.   Roles and responsibilities</p> <p>III.    Economics</p> <p>    A.   Organization of economic systems</p> <p>    B.   Economic development</p> <p>    C.   Science and Technology</p> <p>IV.    Cultural Contributions</p> <p>    A.   Religion</p> <p>    B.   Ethnic conflict</p> <p>    C.   Tradition</p>	<p>22. a) use social studies terminology correctly</p> <p>    b) incorporate main and supporting ideas in verbal and written communication</p> <p>    d) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>    e) use standard grammar, spelling, sentence structure, and punctuation</p> <p>23.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;</p>		
<b>ESSENTIAL QUESTIONS</b>		<b>ESSENTIAL TERMS</b>	
<p>4. Why does Australia have animal species found nowhere else?</p> <p>5. How did colonization change Australia and New Zealand?</p>		<p>Coral Reef</p> <p>Outback</p> <p>Kiwi</p> <p>Marsupials</p> <p>Aborigines</p>	