



To the Student:

After your registration is complete, you may take the Credit by Examination for SOCS 6B. (If you are taking the print exam, your proctor must be approved.)

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for the second semester of Social Studies, Grade 6, includes multiple choice, matching, and short answer questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. One possible study text is *Horizons: World Regions*, published by Harcourt, Inc. (2003).

Good luck on your examination!

SOCS 6B Key Concepts

In addition to the TEKS found at the end of this review, you will need to be familiar with the following key terms, topics, and vocabulary.

Key Terms and Place Names

**Note: This list of key terms and place names is not a complete and exhaustive compilation.*

A

absolute	ancient riverine cultures
absolute authority	ancient world cultures
absolute location	Antarctic Circle
absolute monarchy	anthropology
absolute power	Apartheid
Aborigine	aqueduct
absolutism	Arab-Israeli Wars
A.D.	archaeologist
adapt	architecture
acid rain	Arctic Circle
Acropolis	arid
Africa	articulate
African National Congress	artifact
afterlife	artisan
Age of Exploration	aristocrat
agora	astronomer
agriculture	assassin
air pollution	assassinate
alliance	Aswan High Dam
alluvial plain	Athens
alphabet	atmosphere
altitude	authority
ambassador	autocrat
ancestor	autocracy
ancient	ayatollah
ancient civilizations	

B

barbarian
barter
barter economy
bazaar
B.C.
Belief System
Bill of Rights, The
biological resource
biomass
biome(s)
biosphere
bodies of water
Boxer Rebellion
bridge
British (*British Empire*)
Bubonic plague
Buddhism

C

canal
Canaan
Cape of Good Hope
capital
capitalism
capital resources
capitol
capitol cities
caravan
cardinal directions
cartogram
cartographer

cartography
cash crop
caste
caste system
cataract (*n*)
Cause and Effect
causeway
celestial
celestial navigation
charter (*n*)
Checks and Balances
China: Ancient / Modern
China: Communist; Socialist; Democracy
Movement; Global Economics
China: Overpopulation/One-Child Policy
Chlorofluorocarbons
Chronological order
Christianity
chronological
chronological order
chronology
circular flow
circumnavigate
circumnavigation
circus
citadel
citizen
citizen's responsibilities
city-state
civic
civic duty
civic responsibility
civil rights

civil service
civilization
Civilization, Development of
clear-cutting
climate
climate regions
climate zones
code
Code of Hammurabi
collide
colonialism
colonization
Colonialism, British
Colonization, European
colonize
colony
Columbian Exchange
Command Economy
common good
commonwealth
communism
communist
community
commonwealth
Commonwealth of Nations
compass rose
competitive markets
compromise
consul
Confederation
conflict
conscience
consensus
Constantinople
constitution
Constitution, U.S.
constitutional monarchy
consume
consumer
continent
contribute
contribution
coordinates
correlate
correlation
cosmetics (**Egyptian*)
cottage industry
country (*political*)
covenant
Cradle of Civilization
Crusades
culture(s)
Cultures, World (Contemporary)
cultural borrowing
cultural characteristics
cultural diffusion
cultural diversity
cultural geography
cultural keys
Cultural Keys, Twelve
cultural movement
cultural relativism
cultural stability and change
culture (*n*)
Cultures, Contemporary
culture region

culture traits
cuneiform
currency
currency exchange
custom
czar

D

dam
debate
decade
deciduous
decimate
Declaration of Independence
defining characteristic
deflation
deforestation
delegation of powers
delta
demand
democratic
democracy
Democracies, Early
demographic
demographic shift
demography
deposition [*(n) geology*]
desegregation
desert
Desert, Sahara
desertification
developed nation

developing nation
diaspora
dictator
dictatorship
dignity
Direct Democracy
differ
different
dike
diplomacy
disciple
discriminate
discrimination
disenfranchise
disparity
diverse
diversity
doctrine
domestic
domestic economy
domestic tranquility
domesticate
dynasty

E

early inhabitants
Early River Valley Cultures
East Indies, The
Earth, The: crust; mantle; outer core; inner core
earthquake
Eastern Hemisphere:

Continents;	endowed
Sub-Continents;	endure
Island Countries;	energy (<i>n</i>)
Island groups	energy resources
economic and political connections	English Bill of Rights
economic development	entrepreneur
economic freedom	enslave
economic geography	environment
economic indicators	environmental concerns
Economic Systems:	Environment, Natural
Free Enterprise / Market;	environmental effects
Command (Communism, Socialism);	epidemic
Traditional;	epic
Bartering;	epistle
Scarcity;	equality
Interdependence	equality of opportunity
Economy, Global	Equator
Economy / Industry	era
Quaternary Economy	erosion
Quaternary Industry	ethic(s)
Quinary Economy	ethnic cleansing
Quinary Industry	ethnic group
ecosystem	ethnicity
Egypt: Ancient / Modern	Europe
Egyptian class system	European Union
elevation	Executive Branch
embargo	executive power
embark	excerpt
emigrant	exile
empathy	exploration
empire	explore
emperor	explorer
endow	export

extended family
Eurasia (**EurAsia*)
Euro
Europe
Europe, East
European
European Union
evaporate
evaporation

F

fascism
fascist
factors of production
famine
Far East
federal
Federal Government
fertile
Fertile Crescent
Five Themes of Geography
Five Pillars of Islam, The
Fluorocarbons
fluvial (*adj.*)
foreign
foreign market
foreign policy
forensic anthropology
fossil fuel
Four Basic Institutions of Society
Four Factors of Production
Four Noble Truths (*Buddhism*)

free enterprise
free enterprise system
free market economy
freedom
Feudalism
fundamental
fundamentalism
Fertile Crescent

G

genocide
geographic characteristics (*of place*)
geographic location
geography
Geography: Physical; Political; Human
geological process
geothermal
geothermal energy
globe;
global
global community
global economy
global interaction
global interdependence
Global Warming
globalization
goods and services
gospel
government
Governments, World:
Anarchy;
Autocracy (*Dictatorship*); Capitalist;

Communist;	<i>Eastern, Western</i>
Democracy;	Hemisphere, Afro-Eurasian
Dictatorship;	heredity
Monarchy; (<i>Monarchy, Constitutional</i>)	hieroglyph
Republic;	hieroglyphics
Socialist;	Himalaya Mountains
Theocracy;	Hindu / Hinduism
Totalitarian;	history
Oligarchy;	Huang He River Valley
Parliamentary;	human
Republic;	human adaptation to environment
grasslands	human capital
gravity (<i>n</i>)	human characteristics of place
Great Barrier Reef	human environment interaction
Great Wall of China	human geography
Greek (<i>Greece, Ancient</i>)	human modification of environment
greenhouse effect	human resources
gross domestic product (GDP)	human rights
gross national product (GNP)	Human Rights, Universal Declaration of
	Human Systems
	Humanism
	Humanism in Art
	Humanism in Literature
	Humanist
	humanitarian
	hunter-gatherers
	hydroelectricity
	hydropower
	hydrologic cycle
	hydrosphere
H	
Habeas Corpus	
habitat	
Han dynasty	
Hammurabi Code	
Harappa	
head of state	
Hebrews	
Hellenistic	
hemisphere	
Hemisphere:	
<i>Northern, Southern,</i>	

I

ideal (*n*)
illiteracy
immigration
immortal
Imperialism
import
inalienable
indigenous
indigenous people
India: Ancient/Contemporary
individual rights
Indonesia
Indonesia: Spice Islands
Indus River
Indus Valley Civilization
Industrial Revolution
industrialization
industry
inflation
inherit
innovation
integration
interaction
interdependence intermediate directions
international
International Date Line
international trade
investment
Iraq
irrigation
Islam (*Islamic*)

Israel, State of
Israelis
island
island, desert
Islands, South Pacific

J

Japan: Ancient / Modern
Jihad
Judaism
Judicial Branch
justice

K

Karma
Key Legend (*map*)
Koran (*Quran*)
Korea: North / South
Kush Empire
Kuwait

L

labor
labor force
landforms
landmark
land plates
latitude
lava
law

law of demand
law of diminishing returns
Law of Return
law of supply
Law of Supply and Demand
lever
limited government
limited resources
literature
literacy
lithosphere
Location
longitude

M

magma
majority rule
Malaysia
Map Compass Rose
Map Elements
Map Key (*Legend*)
Map, Physical
Map, Political
Map Projection
Map Scale
mariner
maritime
maritime trade
Market Economy
martyr
mercantilism
mercenary

meridian
Mesopotamia
messiah
Middle East
Middle East Religious and Ethnic Conflicts
 Jews, Muslims, Christians:
 Israel vs. Arab countries; *Israeli /
 Palestinian conflict*;
 Arab vs. Arab countries;
 Shi'ites vs. Sunni;
 Iranian vs. Kurds;
 Egypt, Lebanon,
 Sudan, Iran, Iraq.
Middle Passage
migrate
migration
military
Mixed Economy
modern nations and cultures
modernization
modify
monarch
monarchy
monetary
monotheism
monotheistic
monsoon
moral
moral code
morality
mosque
Mount Fuji
Movement (*n*)

multicultural
multiculturalism
mummy
Muslim
Muslim Fundamentalism
myth

N

nation
nationalism
native cultures / societies
natural environment
Natural / Physical Characteristics of Place
natural resource
Natural Rights
navigate
navigation
navigator
Nirvana: Eightfold Path
nomad
non-renewable resource
Non-violent Protest
Northwest Passage
nuclear
nuclear power
Nuclear Test Ban Treaty
nuclear waste

O

oasis
observation

observe
ocean
ocean circulation
ocean currents
Oceana
oceanic
oceanic navigation
oceanic plates
Oceans and Seas (*global*)
OPEC
oral tradition
organisms
Outback, The
overpopulation
ozone
ozone layer

P

Pakistan
Palestine
pandemic
papyrus
parallel
parallel line
Parliament (**British Model*)
parliamentary
parliamentary democracy
parliamentary system
patriarch
patrician
patron
patronage

peninsula
Persian Gulf
Persian Gulf War
petition
petroleum
per capita (GDP)
pharaoh
philosopher
philosophy
physical (*adj.*)
physical capital
physical characteristics
physical environment
physical features
physical geography
physical map
physical mobility
Physical / Natural Characteristics of Place
physical pattern
physical process
pie chart
Place (*n*)
plague
plains
plateau
plebeian
Pluralistic Society
Pneumonic plague
political
political boundaries
political liberties
political map
political order
political process
political process responsibilities
political system
pollute (*v*)
pollution
Polytheism
polymath
population
population density
population distribution
population growth
prehistory
poverty
prejudice
peninsula
presidential system (*American political system*)
primary economy
primary industry
primary source (*documents*)
Prime Meridian
Prime Minister
principles
profit
promote
propaganda
prophet
protect
protest
public
public goods and services
pull factors
purchasing power per capita

Pursuit of Happiness
push factors
push-pull factors
push-pull migration
pyramid

Q

quaternary economy
quaternary industry
quinary economy
quinary industry
quota

R

racism
railroad
railway
rainforest
ratify
ratification
reaffirm
reference map
reform
refute
region, physical
region, composite
region, semi-arid
Reincarnation
relative distance
relative location
religion

Religions, World
religious doctrine
representatives
representative democracy
republic
responsibility
resource
Resources, Natural
Resources, Non-Renewable
Resources, Renewable
rights, civil
Rights for Women
Ring of Fire
river valley
revolution
road
Rome (**Roman*)
Rosh Hashanah
route (*n*)
rule of law
rural
Russia
Russian Empire

S

Sahel, The
savanna (*n*)
sea
seafarer
seaport
sediment
sedimentary rocks

scarcity
scholar
scribe
sculpture
secondary economy
secondary industry
secondary source (*documents*)
segregate
segregation
separate but equal
separation of powers
settlement
settlement pattern
significant
silk
Silk Road
Six Economic Goals of Government
slash and burn farming
slave trade
slaver
social characteristics
social class
social institution
social system
socialism
society
Society, Four Basic Institutions of
Society, Matrilineal
Society, Patrilineal
soil (*n*)
solar energy
solar system
sovereign

Soviet Union
sphere
spice (*spices*)
spice trade
standard of living
steppe (*n*) / steppes
strait (*world straits*)
subcontinent
subculture
subsistence
subsistence farming
summons (*noun; verb*)
supply
supply and demand
surplus
symbol
Syria
system

T

tariff
taxation
taxes
tectonic forces
tectonic plates
temperate deciduous forest
tertiary economy
tertiary industry
terrace farming
thematic map
theology
theologian

theological
theory
Thermohaline Circulation
thesis
Tigris-Euphrates Rivers
time and place
timeline
tolerance
totalitarian
totalitarian societies totalitarianism
Trade (*noun*)
trade barriers
tradition(s)
Traditional Economy
tragedy, Greek
trait
transportation corridors
treaty
Triangular Trade
tribal groups
tribute
tributary
tropic
Tropic of Cancer
Tropic of Capricorn
tropical rain forest
Tropics
tundra
Turkey
Typhoon
tyranny
tyrant

U
unalienable
ultimate
United Nations, The
United States Constitution
unitary
unitary government
unlimited government
Ural Mountains
urban
urbanization

V
values
Vatican
vegetation
veto
volcano
volunteer
volunteerism
voyage

W
water cycle
watershed
weather
weathering
wetlands
wing energy
world continents
world countries

world economies
world geography
world mountain ranges (*major*)
world oceans and seas
world rivers (*major*)
world seas
World Trade Organization
World War I
World War II

Y
Yom Kippur

Z
Zion
Zionism
Zionist

People

*(*The following list of historical and contemporary persons is a representative sampling and not a complete listing.)*

Abraham	Golda Meir
Albert Einstein	Hammurabi
Alexander the Great	Hatshepsut
Aesop	Herodotus
Anwar Sadat	Hippocrates
Archimedes	Homer
Aristotle	James Cook, Captain
Augustus (Octavian)	Jesus Christ
Ayatollah Khomeini	Johannes Gutenberg
Benjamin Netanyahu	John Locke
Benazir Bhutto	Kofi Annan
Bill Gates	Mahatma Gandhi (Mohandas)
Buddha	Malala Yousafzai
Confucius	Mao Zedong
Dalai Lama	Marco Polo
Deng Xiaoping	Mikhail Gorbachev
Eleanor Roosevelt	Moses
Ferdinand Magellan	Mother Teresa
Gautama, Siddhartha	Muhammad

Mahmoud Ahmadinejad

Nelson Mandela

Pericles

Petrarch

Plato

Prince Henry the Navigator

Sam Kahamba Kutesa

Saddam Hussein

Siddhartha Gautama

Sir Francis Drake

Sri Krishna

Socrates

Steve Jobs

Vasco Da Gama

Vladimir Putin

Xi Jinping

**World Cultures, Leaders, and notable individuals.

Study and Review Outline

You should also study and review the following:

- Early civilizations: cultures, geographical features, and architecture
- Modern world nations and geographical locations
- Cultural and social movements, world religions, and leaders: historical and contemporary
- Historical and contemporary personalities and leaders (*people*)
- Understanding of the global map, physical and political features, and key terms
- General understanding of the basic tools of world geography used to locate physical and political features and locations
- Distinct knowledge and understanding of physical and political global maps and atlas features and locations
- Distinct understanding of fundamental map reading tools and elements
- Know the major countries of the world and be able to locate and describe their physical features and locations on maps.
- Understand modern world governments, what type of governments they are, and how those governments function according to their legal powers and the role they play in the world today.
- The following global regions are included in the second semester of sixth grade Social Studies: Eastern Hemisphere: Africa, Asia, Eurasia, Australia, Oceania and Pacific Rim.

**Note: Global regions studied in the first semester may also have relevance.*

Topic Study Addendum: Who, What, When, Where, and Why?

You will need to be familiar with the following topics, vocabulary, and significant personalities related to each:

Global Cultures: History and Contemporary

- Early civilizations and empires: Eurasia; Africa; China
- Early cultures and empires specific: Africa, Asia, Eurasia, India, Australia; Oceania, the Pacific Rim
- Contemporary global cultures and nations of: Africa, Asia, Eurasia, Australia, Oceania, the Pacific Rim
- Historical and contemporary world personalities and leaders
- Role of the United Nations in a contemporary, global community.

Civics / Government

- Foundations of government
- Structure of government
- Functions of government
- Roles of citizenship
- World governments and government systems

World Geography

- The world in spatial terms
- Places and regions
- Physical systems
- Human systems
- Environment and society

**Texas Essential Knowledge and Skills
SOCS 6B – Social Studies, Grade 6, Second Semester**

TTU: SOCS 6B CBE (v.4.0)	
TEKS: §113.18. Social Studies, Grade 6 (One-Half Credit)	
TEKS Requirement (Secondary)	TEKS Covered
§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.	
(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.	
(b) Knowledge and skills.	
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	

TTU: SOCS 6B CBE (v.4.0)	
TEKS: §113.18. Social Studies, Grade 6 (One-Half Credit)	
TEKS Requirement (Secondary)	TEKS Covered
(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as 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.	
(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 such as 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.	✓
(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:	
(A) 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?;	✓
(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, including maps, graphs, charts, databases, and models; and	✓
(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.	✓
(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:	
(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 places and regions;	✓
(C) explain ways in which human migration influences the character of places and regions;	✓
(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;	✓
(E) draw sketch maps that illustrate various places and regions; and	✓
(F) 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.	✓
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	
(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;	
(B) 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; and	
(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	
(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:	
(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;	✓
(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and	✓
(C) analyze the effects of the interaction of physical processes and the environment on humans.	✓

TTU: SOCS 6B CBE (v.4.0)	
TEKS: §113.18. Social Studies, Grade 6 (One-Half Credit)	
TEKS Requirement (Secondary)	TEKS Covered
(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:	
(A) identify and analyze ways people have adapted to the physical environment in various places and regions;	
(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and	
(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.	
(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:	
(A) describe ways in which the factors of production (natural resources, labor, capital, and 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.	✓
(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.	✓
(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.	✓
(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.	✓
(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	✓
(C) identify historical origins of democratic forms of government such as Ancient Greece.	
(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, including the United States;	✓

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(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.	✓
(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.	✓
(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.	✓
(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, including 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.	✓
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	
(A) identify and describe how culture traits such as trade, travel, and war spread;	✓
(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;	✓
(C) evaluate the impact of improved communication technology among cultures;	✓
(D) identify and define the impact of cultural diffusion on individuals and world societies; and	✓
(E) identify examples of positive and negative effects of cultural diffusion.	✓
(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:	
(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 contemporary issues influence creative expressions; and	
(D) 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.	
(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	
(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	

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TEKS Requirement (Secondary)	TEKS Covered
(B) 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.	
(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:	
(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; and	
(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	
(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:	
(A) 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;	
(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;	✓
(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 current 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.	✓
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A) use social studies terminology correctly;	✓
(B) incorporate main and supporting ideas in verbal and written communication based on research;	✓
(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 based on research;	
(E) use standard grammar, spelling, sentence structure, and punctuation; and	✓
(F) use proper citations to avoid plagiarism.	
(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:	
(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	
(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.	
<i>Source: The provisions of this §113.18 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>	