



### **To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for SOCS 6A.

### **WHAT TO BRING**

- several sharpened No. 2 pencils

### **ABOUT THE EXAM**

The examination for the first semester of Social Studies, Grade 6, first semester, consists of 76 questions, of which 63 are multiple choice/matching and the rest are short answer. 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, <http://www.tea.state.tx.us/>). 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.

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.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. A list of review topics 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. The textbook used with our SOCS 6A course is:

Bearson, Michael. (2003). *Horizons: World Regions*. Orlando, FL: Harcourt, Inc.  
ISBN 0153342323

Good luck on your examination!

## SOCS 6A

### Review Topics, Key Terms, and Vocabulary

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.

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

#### **A**

absolute	Americas, Nations of the
absolute authority	ancestor
absolute location	ancient
absolute monarchy	ancient civilizations
absolute power	ancient world cultures
absolutism	Andes
adapt	Antarctic Circle
Academy, The	anthropology
acid rain	Apartheid
acropolis	aqueduct
A.D.	archaeologist
afterlife	architecture
Age of Exploration	Arctic Circle
Age of Reason	arid
agora	Arts, The
agriculture	artisan
air pollution	aristocrat
alliance	astronomer
alluvial plain	assassin
alphabet	assassinate
altitude	Atacama Desert
Amazon River	atmosphere
ambassador	authority
America, North	autocrat
America, Central ( <i>Middle</i> )	autocracy
America, South	

## B

barbarian  
barter  
barter economy  
bazaar  
B.C.  
Black Death, The  
Bill of Rights, The  
biological resource  
biomass  
biome (s)  
biosphere  
blockade  
bodies of water  
Bogotá  
Brasilia  
bridge  
Bubonic plague  
Buenos Aires  
bureaucracy

## C

Calvinists  
Canada:  
    Arctic; British Monarch; Charter of Rights  
    and Freedoms; Native Nations;  
    Northwest Territories; Parliament;  
    Provinces;  
canal  
Cape of Good Hope  
capital  
capitalism  
capital resources

capitol  
capitol cities  
cash crop  
caravan  
cardinal directions  
cartogram  
cartographer  
cartography  
caste  
cataract  
Catholic  
Catholic Church (*Roman*)  
Catholicism  
Cause and Effect  
causeway  
celestial  
celestial navigation  
Charter (*n*)  
Checks and Balances  
Church of England  
Christianity  
chronological  
chronology  
circular flow  
circumnavigate  
circumnavigation  
circus  
citadel  
citizen  
citizen's responsibilities  
city-state  
civic  
civic duty

civic responsibility	Confederation
civil rights	conflict
civil service	consensus
civilization	constitution
classical	Constitution, U.S.
Classical Art	constitutional monarchy
classical scholar	consume
clear-cutting	consumer
climate	continent
climate change	Continental Divide
climate regions	contribute
climate zones	coordinates
code	correlate
Code of Hammurabi	correlation
Cold War	cosmetic industry ( <i>*Europe</i> )
collide	cosmetics ( <i>*Egyptian</i> )
colonialism	cottage industry
colonization	counsel ( <i>n</i> )
colonize	Counsel of Florence
colony	( <i>Ferrara-Florence</i> )
Columbian Exchange	Counsel of Trent
Command Economy	Counter-Reformation, The
Committee to Protect Journalists (CPJ)	country ( <i>political</i> )
common good	covenant
commonwealth	Crusades
communism	cultural borrowing
communist	cultural characteristics
community	cultural diffusion
compass rose	cultural diversity
competitive markets	cultural geography
compromise	cultural keys
Computer Revolution	Cultural Keys, Twelve
consul	cultural movement

cultural relativism  
cultural stability and change  
culture  
culture region  
culture trait (s)  
cuneiform  
currency  
currency exchange  
custom

## **D**

Dark Ages, The  
dam  
debate  
decade  
deciduous  
decimate  
Declaration of Independence  
deflation  
deforestation  
delegation of powers  
delta  
demand  
democratic  
democracy  
demographic  
demographic shift  
demography  
deposition [(n) *geology*]  
desegregation  
desert  
desertification

developed nation  
developing nation  
diaspora  
dictator  
dictatorship  
differ  
different  
dike  
diplomacy  
disciple  
discrimination  
disenfranchise  
disparity  
diverse  
diversity  
doctrine  
domestic  
domestic tranquility  
domesticate  
dynasty

## **E**

early inhabitants  
Earth, The:  
    crust; mantle;  
    outer core;  
    inner core  
earthquake  
economic/political connections  
economic development  
economic freedom  
economic geography

economic indicators

Economic Systems:

Free Enterprise / Market;

Command (Communism, Socialism);

Traditional;

Bartering;

Scarcity; Interdependence

Economy, Global

Economy / Industry

Quaternary Economy

Quaternary Industry

Quinary Economy

Quinary Industry

ecosystem

electoral college

elevation

embargo

embark

emigrant

empathy

empire

endow

endowed

endure

energy (*n*)

energy resources

English Bill of Rights

enlightenment

Enlightenment, The

Elizabethan Era

entrepreneur

enslave

environment

environmental concerns

Environment, Natural

environmental effects

epidemic

epic

epistle

equality

equality of opportunity

Equator

era

erosion

ethic (s)

ethnic group

ethnicity

Euro

Europe

Europe, East

European

European Union

Executive Branch

executive power

excerpt

exile

exploration

explore

explorer

export

extended family

evaporate

evaporation

## F

fascism  
fascist  
factors of production  
famine  
Far East  
federal  
Federal government  
fertile  
Fertile Crescent  
First Nations People  
Five Themes of Geography  
Florence (*n*)  
Florentine (*n*)  
Fluorocarbons  
fluvial (*adj.*)  
foreign market  
foreign policy  
forensic anthropology  
fossil fuel  
founding fathers  
Founding Fathers (*United States*)  
Four Basic Institutions of Society  
Four Factors of Production  
free enterprise  
free enterprise system  
free market economy  
Free-Trade Zone of the Americas  
freedom  
fresco (*frescoes, pl.*)  
Feudalism  
fundamentalism

## 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  
Glorious Revolution  
goods and services  
gospel  
gothic  
gothic architecture  
gothic art  
government  
Governments, World:  
    Anarchy;  
    Autocracy (*Dictatorship*);  
    Capitalist;  
    Communist;  
    Democracy;  
    Dictatorship;  
    Monarchy (*Monarchy, Constitutional*);

Republic;  
Socialist;  
Theocracy;  
Totalitarian;  
Oligarchy;  
Parliamentary;  
Republic;  
Totalitarian  
grasslands  
gravity (*n*)  
Great Charter  
Great Schism, The  
Great Tragedies  
Great Tragedies, Four  
greenhouse effect  
Green Revolution  
gross domestic product (GDP)  
gross national product (GNP)

## H

Habeas Corpus  
Habeas Corpus Act  
habitat  
Hammurabi Code  
head of state  
Hellenistic  
hemisphere  
Hemisphere (*Northern, Southern, Eastern, Western*)  
Hemisphere, Afro-Eurasian  
heredity  
heresy

hieroglyph  
history  
human  
human adaptation to environment  
human capital  
human characteristics of place  
human environment interaction  
human geography  
human modification of environment  
human resources  
human rights  
Human Systems  
Humanism  
Humanism in Art  
Humanism in Literature  
Humanist  
humanitarian  
hunter-gatherers  
hydroelectricity  
hydropower  
hydrologic cycle  
hydrosphere

## I

ideal (*n*)  
illiteracy  
immigration  
immortal  
imperialism  
import  
Inca  
income tax



indigenous  
indigenous people  
Indies  
Indies, West  
individual rights  
Indulgences  
Industrial Revolution  
industrialization  
industry  
inflation  
inherit  
innovation  
inquisition  
Inquisition, The Spanish  
integration  
interaction  
interdependence intermediate directions  
international  
International Date Line  
international trade  
Inuit Nation  
investment  
irrigation  
Islam (*Islamic*)  
island  
island, desert  
Italian Firenze  
Italy: Florence, Venice, Milan

## **J**

Jesuits  
Judaism

Judicial Branch  
justice  
Justification by Faith

## **L**

labor  
labor force  
landforms  
landmark  
land plates  
latitude  
lava  
law  
law of demand  
law of diminishing returns  
law of supply  
Law of Supply and Demand  
legislate  
Legislative Branch  
limited government  
limited resources  
literature  
literacy  
lithosphere  
Location  
longitude

## **M**

magma  
Magna Carta  
majority rule

Map Compass Rose  
Map Elements  
Map Key  
Map Key (\*Key Legend) Map Key Legend  
Map, Physical  
Map, Political  
Map Projection  
Map Scale  
mariner  
maritime  
maritime trade  
Market Economy  
martyr  
Maya  
Mayflower Compact  
Medici Bank  
Medieval  
medieval theology  
medievalism  
mercantilism  
mercenary  
meridian  
Mesoamerica  
messiah  
mestizos  
Middle Ages  
Middle Passage  
migrate  
migration  
Milan (*Italy*)  
millennia  
millennium  
military

military junta  
Mixed Economy  
modern nations and cultures  
modify  
monarch  
monarchy  
monetary  
monk  
monotheism  
monotheistic  
monsoon  
moral  
moral code  
morality  
movable type  
Movement (*n*)  
multicultural  
multiculturalism  
mural  
mummy  
Muslim  
myth

## **N**

NAFTA  
NATO  
nation  
nationalism  
Nations of the Americas  
Nations of Europe  
native cultures / societies  
natural environment

Natural / Physical Characteristics of Place

natural resource

Natural Rights

navigate

navigation

navigator

Nazi

networks of trade

Ninety-Five Theses, The

nomad

non-renewable resource

Non-violent Protest

Northeast Passage

Northwest Territories

nuclear

nuclear energy

Nuclear Test Ban Treaty

nuclear waste

## O

oasis

ocean

ocean circulation

ocean currents

Oceania

oceanic

oceanic navigation

oceanic plates

Oceans and Seas (*global*)

OPEC

oral tradition

organisms

Organization of American States (OAS):

organizations to promote economic  
growth and development overpopulation

ozone

ozone layer

## P

Panama Canal

Pan-American

pampas

pandemic

papal

papyrus

parallel

parallel line

Parliament

Parliament (*\*British Model*)

parliamentary

parliamentary democracy

parliamentary system

patriarch

patrician

patron

Patrons of the Arts

peninsula

permafrost

Peru

petition

petroleum

per capita (GDP)

pharaoh

philosopher

philosophy  
physical (*adj.*)  
physical characteristics  
physical environment  
physical features  
physical geography  
physical map  
physical mobility  
physical pattern  
physical process  
pie chart  
Place (*n*)  
plague  
plains  
plateau  
Plato  
playwright  
plebeian  
Pléiade, The  
plunder  
Pluralistic Society  
Plymouth, England (*History*)  
Pneumonic plague  
political  
political boundaries  
political liberties  
political map  
political order  
political process  
political process responsibilities  
political system  
pollute (*v*)  
pollution

Polytheism  
polymath  
Pope  
population  
population density  
population distribution  
population growth  
poverty  
preamble  
prehistory  
prejudice  
peninsula  
President  
presidential system  
presidential system  
(*American political system*)  
primary economy  
primary industry  
primary source  
Prime Meridian  
Prime Minister  
principles  
printing press  
production  
productivity  
profit  
propaganda  
prophet  
protest  
Protestant  
Protestant Reformation  
province  
public

public goods and services  
pull factors  
purchasing power per capita  
Pursuit of Happiness  
push factors  
push-pull migration  
pyramid

## Q

Quechua  
quota

## R

racism  
railroad  
railway  
rainforest  
ratify  
ratification  
ravage  
Realism  
reasoned thought  
reference map  
reform  
reformation  
Reformation, The  
refute  
region, physical  
region, composite  
region, semi-arid  
register (*v.*)

relative distance  
relative location  
religion  
religious doctrine  
representatives  
representative democracy  
republic  
renaissance  
Renaissance, Four Characteristics  
Renaissance, Italian  
Renaissance, The  
Renaissance Man  
resource  
renewable resource  
renounce  
renown  
representatives  
representative democracy  
republic  
resource  
Resources, Natural  
Resources, Non-Renewable  
Resources, Renewable  
rights, civil  
Rights for Women  
Ring of Fire  
revolution  
road  
route (*n*)  
rule of law  
rural  
Russia  
Russian Empire

## S

São Paulo	Smallpox
satellite	social characteristics
savanna ( <i>n</i> )	social class
sea	social institution
seafarer	social system
seaport	socialism
sediment	society
sedimentary rocks	Society, Four Basic Institutions of
scale	soil ( <i>n</i> )
scarcity	solar energy
scholar	solar system
Scientific Method	sovereign
Scientific Revolution	Soviet Union
scribe	specialization
sculpture	sphere
secondary economy secondary industry	spice ( <i>spices</i> )
secondary source ( <i>*documents</i> )	spice trade
segregate	St. Lawrence River
segregation	standard of living
separate but equal	steppe ( <i>n</i> ) / steppes
separation of powers	stock market
settlement	strait ( <i>world straits</i> )
settlement pattern	subcontinent
significant	subculture
silk	subsistence
silt	subsistence farming
Sistine Chapel	summons ( <i>n</i> )
Six Economic Goals of Government	summonsed ( <i>v</i> )
slash and burn farming	supply
slave trade	supply and demand
slaver	surplus
	symbol
	system

## T

tariff  
taxation  
taxes  
tectonic forces  
tectonic plates  
temperate deciduous forest  
tertiary economy  
tertiary industry  
terrace farming  
thematic map  
terrorism  
territory  
thematic map  
theology  
theologian  
theological  
theory  
Thermohaline Circulation  
thesis  
timeline  
time periods  
time and place  
timeline  
tolerance  
totalitarian  
totalitarian societies  
totalitarianism  
Trade (*noun*)  
trade barriers  
trade deficit  
tradition (s)

Traditional Economy  
tragedy, Greek  
trait  
transportation corridors  
tranquil  
tranquility  
trauma  
traumatic  
treaty  
Triangular Trade  
tribal groups  
tribute  
tributary  
tropic  
Tropic of Cancer  
Tropic of Capricorn  
tropical rain forest  
Tropics  
tundra  
tyranny  
tyrant

## U

unalienable  
ultimate  
United Nations  
United States:  
    Constitution;  
    Executive;  
    Legislative;  
    Judicial  
unitary

unitary government  
unlimited government  
urban  
urbanization  
U.S.S.R

## **V**

values  
Vatican  
vegetation  
veto  
volcano  
volunteer  
volunteerism  
voyage  
Vulgate Bible

## **W**

water cycle

watershed  
weather  
weathering  
Western Hemisphere:  
Continents;  
Sub-Continents;  
Island Countries;  
Island groups;  
westernization  
wetlands  
wind energy  
world continents / countries  
world economies  
world geography  
world governments  
world mountain ranges (*major*)  
world oceans and seas  
world rivers (*major*)  
World Trade Organization  
World War I  
World War II

## ***People***

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

Alexander the Great  
Aesop  
Archimedes  
Aristotle  
Bill Gates  
César Vallejo  
Columbus, Christopher  
Copernicus, Nicolaus

da Gama, Vasco  
da Vinci, Leonardo  
Dias, Bartolomeu  
Donatello (*di Niccolò di Betto Bardi*)  
Eleanor Roosevelt  
Erasmus (*Desiderius Roterodamus*)  
Gabriel García Márquez  
Gabriela Mistral



Galileo Galilei	Mario Vargas Llosa
Hammurabi	Medici ( <i>Giovanni de Medici</i> )
Henry VIII	Angela Merkel
Hippocrates	Michelangelo
Homer	Indigenous Cultures
Isaac Newton	Pablo Neruda
Jacques Cartier	Pericles
James Madison	Petrarch
Johannes Gutenberg	Plato
Johannes Kepler	Pope Francis
John Cabot	Prince Henry the Navigator
John Calvin	Raphael ( <i>Raffaello Sanzio da Urbino</i> )
John Locke	Queen Elizabeth I
John Wycliffe	<i>Sam Kahamba Kutesa</i>
José de San Martín	Shakespeare, William
Justinian	Simón Bolívar
King Henry VIII	Sir Francis Drake
King, Martin Luther Jr	Socrates
Leif Erikson	Steve Jobs
Luther, Martin	Thomas Jefferson
Machiavelli ( <i>Niccolò Machiavelli</i> )	Tyndale, William
Magellan, Ferdinand	Van Eyck
Marco Polo	Vespucci, Amerigo Willem Barents

\*World Cultures, Leaders, and notable individuals.

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**Study and Review** - You should also study and review the following:

- Early Civilizations: culture, geographical features, and architecture.
- First European contact; colonization; Spice Trade; Northwest Passage
- 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 on maps.
- Understand world and modern 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 regions are included in the first semester of sixth grade Social Studies: Western Hemisphere; Central America; Eastern Europe; Eurasia; North America; South America; Western Europe;

*\*Note: This is a representative sampling and not a complete listing.*

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***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: Historical and Contemporary, Semester I**

Early Civilizations, Cultures, and History of the Americas and related World History;

Age of Exploration: Historical Personalities

Renaissance, Reformation, and Enlightenment: Historical Personalities

Early Encounters and Exchange, World Geography, and Contemporary History:

North America, Middle America, South America; Europe, Eastern Europe, Russia, Africa, Asia, Eurasia and Eurasian Nations, Pacific Realm;

Historical and Contemporary World Leaders and notable individuals.

Contemporary Global Cultures and Nations of the Western Hemisphere: North America, Central America, South America; and Western Europe, Eastern Europe, north Africa.

### **Civics / Government**

Foundations of Government	U.S. Government and Government Systems
Structure of Government	Historical Personalities
Functions of Government	U.S. Constitution
Roles of Citizenship	Historical Personalities
World Governments and Government Systems	

### **World Geography**

The World in Spatial Terms	Human Systems
Places and Regions	Environment and Society
Physical Systems	

### **Economics**

Foundations of Economics	Global Economics
Microeconomics	Personal Finance
Macroeconomics	

\*Additional: Historical Events and Personalities (*Who, What, When, Where, Why?*), and their relationship to and influence upon:

**CAUSE** and **EFFECT** - Influences and Examples (people, places, events, inventions) related to World History events such as: the Renaissance, Reformation, and Enlightenment; Age of Exploration; government;

Timelines

Maps

Personalities of the Renaissance, Reformation, and Enlightenment

**\*\*Societies from the following regions in the world: Europe, Russia, and the Eurasian republics, North America, Middle America, South America, Southwest Asia, North Africa and Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm.**

*~ End Review Topics, Key Terms, and Vocabulary ~*

## **Texas Essential Knowledge and Skills SOCS 6A – Social Studies, Grade 6, First Semester**

### **§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:

(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.
- (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;
  - (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
  - (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.

*Source: The provisions of this §113.18 adopted to be effective August 23, 2010, 35 TexReg 7232.*