



### **To the Student:**

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

### **WHAT TO BRING**

- several sharpened No. 2 pencils

### **ABOUT THE EXAM**

The examination for the second semester of Social Studies, Grade 6, First Semester consists of 76 questions, of which 65 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 6B course is:

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

Good luck on your examination!

## **SOCS 6B**

### **Review Topics, Key Terms, and Vocabulary**

In addition to the TEKS found on the TEA website, you will need to be familiar with the following Key Terms, Topics, and Vocabulary:

#### **A**

absolute  
absolute authority  
absolute location  
absolute monarchy  
absolute power  
Aborigine  
absolutism  
A.D.  
adapt  
acid rain  
Acropolis  
Africa  
African National Congress  
afterlife  
Age of Exploration  
agora  
agriculture  
air pollution  
alliance  
alluvial plain  
alphabet  
altitude  
ambassador  
ancestor  
ancient  
ancient civilizations  
ancient riverine cultures

ancient world cultures  
Antarctic Circle  
anthropology  
Apartheid  
aqueduct  
Arab-Israeli Wars  
archaeologist  
architecture  
Arctic Circle  
arid  
articulate  
artifact  
artisan  
aristocrat  
astronomer  
assassin  
assassinate  
Aswan High Dam  
Athens  
atmosphere  
authority  
autocrat  
autocracy  
ayatollah

#### **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;  
Sub-Continents;

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
endowed	extended family
endure	Eurasia *( <i>EurAsia</i> )

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;  
    Democracy;

Dictatorship;  
 Monarchy; (*Monarchy, Constitutional*)  
 Republic;  
 Socialist;  
 Theocracy;  
 Totalitarian;  
 Oligarchy;  
 Parliamentary;  
 Republic;  
 grasslands  
 gravity (*n*)  
 Great Barrier Reef  
 Great Wall of China  
 Greek (*Greece, Ancient*)  
 greenhouse effect  
 gross domestic product (GDP)  
 gross national product (GNP)

## H

Habeas Corpus  
 habitat  
 han dynasty  
 Hammurabi Code  
 Harappa  
 head of state  
 Hebrews  
 Hellenistic  
 hemisphere  
 Hemisphere:  
     *Northern, Southern,*  
     *Eastern, Western*  
 Hemisphere, Afro-Eurasian

heredity  
 hieroglyph  
 hieroglyphics  
 Himalaya Mountains  
 Hindu / Hinduism  
 history  
 Huang He River Valley  
 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 Rights, Universal Declaration of  
 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  
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

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

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  
Albert Einstein  
Alexander the Great  
Aesop  
Anwar Sadat  
Archimedes  
Aristotle  
Augustus (Octavian)  
Ayatollah Khomeini  
Benjamin Netanyahu  
Benazir Bhutto  
Bill Gates  
Buddha  
Confucius  
Dalai Lama  
Deng Xiaoping  
Eleanor Roosevelt  
Ferdinand Magellan  
Gautama, Siddhartha  
Golda Meir  
Hammurabi

Hatshepsut  
Herodotus  
Hippocrates  
Homer  
James Cook, Captain  
Jesus Christ  
Johannes Gutenberg  
John Locke  
Kofi Annan  
Mahatma Gandhi (Mohandas)  
Malala Yousafzai  
Mao Zedong  
Marco Polo  
Mikhail Gorbachev  
Moses  
Mother Teresa  
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.

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### **Study and Review Outline:**

- 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 semester one may also have relevance.*

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

You will need to be familiar with the following Topics, related Vocabulary and Geography, 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

*~ 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.*