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:

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
absolute authority
absolute location
absolute monarchy
absolute power
absolutism
adapt
Academy, The
acid rain
acropolis
A.D.
afterlife
Age of Exploration
Age of Reason
agora
agriculture
air pollution
alliance
alluvial plain
alphabet
altitude
Amazon River
ambassador
America, North
America, Central (Middle)
America, South
America, Nations of the
ancestor
ancient
ancient civilizations
ancient world cultures
Andes
Antarctic Circle
anthropology
Apartheid
aqueduct
archaeologist
architecture
Arctic Circle
arid
Arts, The
artisan
aristocrat
astronomer
assassin
assassinate
Atacama Desert
atmosphere
authority
autocrat
autocracy
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
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 (*Europe) |
| collide | cosmetics (*Egyptian) |
| colonialism | cottage industry |
| colonization | counsel (n) |
| colonize | Counsel of Florence |
| colony | Counsel of Trent |
| Columbian Exchange | Counter-Reformation, The |
| Command Economy | country (political) |
| Committee to Protect Journalists (CPJ) | covenant |
| common good | Crusades |
| commonwealth | cultural borrowing |
| communism | cultural characteristics |
| communist | cultural diffusion |
| community | cultural diversity |
| compass rose | cultural geography |
| competitive markets | cultural keys |
| compromise | Cultural Keys, Twelve |
| Computer Revolution | 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
development

developed nation
developing nation
diaspora
dictator
dictatorship
differ
different
dike
diplomacy
disciple
discrimination
disenfranchise
disparity
diverse
diversity
doctrine
domestic
domestic tranquility
domesticate
dynasty
de
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  
hydropower  
hydroelectricity  
hydrologic cycle  
hydrosphere

I  
ideal (n)  
iliteracy  
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
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

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
Oceana
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
satellite
savanna (n)
sea
seafarer
seaport
sediment
sedimentary rocks
scale
scarcity
scholar
Scientific Method
Scientific Revolution
scribe
sculpture
secondary economy secondary industry
secondary source (*documents)
segregate
segregation
separate but equal
separation of powers
settlement
settlement pattern
significant
silk

silt
Sistine Chapel
Six Economic Goals of Government
slash and burn farming
slave trade
slaver
Smallpox
social characteristics
social class
social institution
social system
socialism
society
Society, Four Basic Institutions of
soil (n)
solar energy
solar system
sovereign
Soviet Union
specialization
sphere
spice (spices)
spice trade
St. Lawrence River
standard of living
steppe (n) / steppes
stock market
strait (world straits)
subcontinent
subculture
subsistence
subsistence farming
summons (n)
summonsed (v)
supply
supply and demand
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
Hammurabi
Henry VIII
Hippocrates
Homer
Isaac Newton
Jacques Cartier
James Madison
Johannes Gutenberg
Johannes Kepler
John Cabot
John Calvin
John Locke
John Wycliffe
José de San Martín
Justinian
King Henry VIII
King, Martin Luther Jr
Leif Erikson
Luther, Martin
Machiavelli (Niccolò Machiavelli)
Magellan, Ferdinand
Marco Polo
Mario Vargas Llosa
Medici (Giovanni de Medici)
Angela Merkel
Michelangelo
Indigenous Cultures
Pablo Neruda
Pericles
Petrarch
Plato
Pope Francis
Prince Henry the Navigator
Raphael (Raffaello Sanzio da Urbino)
Queen Elizabeth I
Sam Kahamba Kutesa
Shakespeare, William
Simón Bolívar
Sir Francis Drake
Socrates
Steve Jobs
Thomas Jefferson
Tyndale, William
Van Eyck
Vespucci, Amerigo Willem Barents

*World Cultures, Leaders, and notable individuals.

**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.


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

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

**Economics**
- Foundations of Economics
- Microeconomics
- Macroeconomics
- Global Economics
- Personal Finance

*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 ~
The consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an
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
(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.

(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:

(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:

(4)  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.

(1)  History. The student understands that historical events influence contemporary events. The student is expected to:

(1)  The student understands that historical events influence contemporary events. The student is expected to:

(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
referred 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
referred 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:

(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

(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.