

To the Student:

After your registration is complete, you may take the online Credit by Examination for SOCS 6A.

ABOUT THE EXAM

The examination for the first semester of Social Studies, Grade 6, consists of 52-54 multiple choice, matching, and short answer/essay questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

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

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The following textbooks are 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 Key Concepts

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

Key Terms and Place Names

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

A

| | |
|------------------------------------|--------------------------|
| absolute | 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
civil rights
civil service
civilization
classical
Classical Art
classical scholar
clear-cutting
climate
climate change
climate regions
climate zones
code
Code of Hammurabi
Cold War
collide
colonialism
colonization
colonize
colony
Columbian Exchange
Command Economy
Committee to Protect Journalists (CPJ)
common good
commonwealth
communism
communist
community
compass rose
competitive markets
compromise
Computer Revolution
consul
Confederation
conflict
consensus
constitution
Constitution, U.S.
constitutional monarchy
consume
consumer
continent
Continental Divide
contribute
coordinates
correlate
correlation
cosmetic industry (**Europe*)
cosmetics (**Egyptian*)
cottage industry
counsel (*n*)
Counsel of Florence (*Ferrara-Florence*)
Counsel of Trent
Counter-Reformation, The
country (*political*)
covenant
Crusades
cultural borrowing
cultural characteristics
cultural diffusion
cultural diversity
cultural geography
cultural keys
Cultural Keys, Twelve
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: | environment |
| Free Enterprise / Market; | environmental concerns |
| Command (Communism, Socialism); | Environment, Natural |
| Traditional; | environmental effects |
| Bartering; | epidemic |
| Scarcity; Interdependence | epic |
| Economy, Global | epistle |
| Economy / Industry | equality |
| Quaternary Economy | equality of opportunity |
| Quaternary Industry | Equator |
| Quinary Economy | era |
| Quinary Industry | erosion |
| ecosystem | ethic(s) |
| electoral college | ethnic group |
| elevation | ethnicity |
| embargo | Euro |
| embark | Europe |
| emigrant | Europe, East |
| empathy | European |
| empire | European Union |
| endow | Executive Branch |
| endowed | executive power |
| endure | excerpt |
| energy (<i>n</i>) | exile |
| energy resources | exploration |
| English Bill of Rights | explore |
| enlightenment | explorer |
| Enlightenment, The | export |
| Elizabethan Era | extended family |
| entrepreneur | evaporate |
| enslave | 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; | hieroglyph |
| Socialist; | history |
| Theocracy; | human |
| Totalitarian; | human adaptation to environment |
| Oligarchy; | human capital |
| Parliamentary; | human characteristics of place |
| Republic; | human environment interaction |
| Totalitarian | human geography |
| grasslands | human modification of environment |
| gravity (<i>n</i>) | human resources |
| Great Charter | human rights |
| Great Schism, The | Human Systems |
| Great Tragedies | Humanism |
| Great Tragedies, Four | Humanism in Art |
| greenhouse effect | Humanism in Literature |
| Green Revolution | Humanist |
| gross domestic product (GDP) | humanitarian |
| gross national product (GNP) | hunter-gatherers |
| | hydroelectricity |
| | hydropower |
| | hydrologic cycle |
| | hydrosphere |
| H | |
| Habeas Corpus | |
| Habeas Corpus Act | |
| habitat | |
| Hammurabi Code | I |
| head of state | ideal (<i>n</i>) |
| Hellenistic | illiteracy |
| hemisphere | immigration |
| Hemisphere (<i>Northern, Southern, Eastern, Western</i>) | immortal |
| Hemisphere, Afro-Eurasian | imperialism |
| heredity | import |
| heresy | 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 (*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 (*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

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

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

Copernicus, Nicolaus
da Gama, Vasco
da Vinci, Leonardo
Dias, Bartolomeu
Donatello (*di Niccolò di Betto Bardi*)
Eleanor Roosevelt
Erasmus (*Desiderius Roterodamus*)

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

*World cultures, leaders, and notable individuals.

Study and Review Outline

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.*

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 | U.S. Constitution |
| Functions of government | Historical personalities |
| Roles of citizenship | |
| 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.

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

| TTU: SOCS 6A CBE (v.4.0) | |
|---|---------------------|
| TEKS: §113.18. Social Studies, Grade 6 (One-Half Credit) | |
| TEKS Requirement (Secondary) | TEKS Covered |
| §113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012. | |
| (a) Introduction. | |
| (1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. | |
| (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites. | |
| (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. | |
| (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. | |
| (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h). | |
| (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. | |
| (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. | |
| (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. | |
| (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." | |
| (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents. | |
| (b) Knowledge and skills. | |
| (1) History. The student understands that historical events influence contemporary events. The student is expected to: | |

| TTU: SOCS 6A CBE (v.4.0) | |
|--|---------------------|
| TEKS: §113.18. Social Studies, Grade 6 (One-Half Credit) | |
| TEKS Requirement (Secondary) | TEKS Covered |
| (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and | ✓ |
| (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. | ✓ |
| (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: | |
| (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and | ✓ |
| (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. | ✓ |
| (3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: | |
| (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?; | |
| (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases; | ✓ |
| (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and | ✓ |
| (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries. | ✓ |
| (4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to: | |
| (A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location; | ✓ |
| (B) identify and explain the geographic factors responsible for patterns of population in places and regions; | |
| (C) explain ways in which human migration influences the character of places and regions; | ✓ |
| (D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; | |
| (E) draw sketch maps that illustrate various places and regions; and | |
| (F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia. | ✓ |
| (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: | |
| (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions; | ✓ |
| (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and | ✓ |
| (C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies. | ✓ |
| (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | |
| (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface; | ✓ |
| (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and | ✓ |
| (C) analyze the effects of the interaction of physical processes and the environment on humans. | ✓ |
| (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: | |

| TTU: SOCS 6A CBE (v.4.0) | |
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| (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 | ✓ |

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| (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: | |

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| (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world; | ✓ |
| (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and | ✓ |
| (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations. | ✓ |
| (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: | |
| (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures; | |
| (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | |
| (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | ✓ |
| (D) identify different points of view about an issue or current topic; | ✓ |
| (E) identify the elements of frame of reference that influenced participants in an event; and | |
| (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs. | |
| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | |
| (A) use social studies terminology correctly; | ✓ |
| (B) incorporate main and supporting ideas in verbal and written communication based on research; | ✓ |
| (C) express ideas orally based on research and experiences; | |
| (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; | ✓ |
| (E) use standard grammar, spelling, sentence structure, and punctuation; and | ✓ |
| (F) use proper citations to avoid plagiarism. | |
| (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | |
| (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | |
| (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. | |
| <i>Source: The provisions of this §113.18 adopted to be effective August 23, 2010, 35 TexReg 7232.</i> | |