

Social Studies ARRC At-A-Glance Map	Round Rock ISD 2009-2010 6th Grade - World Cultures	Creation Date: 06.07 Revision Date: 06.09
1st Six Weeks August 25 – September 25 Days of Instruction: 23	2nd Six Weeks September 28 – November 6 Days of Instruction: 29	3rd Six Weeks November 9 – December 18 Days of Instruction: 27
<p>UNITS:</p> <ul style="list-style-type: none"> Thinking Like a Geographer United States and Canada: Having a Voice <p>Thinking Like a Geographer</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases: <i>population, disease, and economic activities</i>;</p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns</p> <p>6.15A <u>define</u> concepts of culture and culture region</p> <p>6.15B <u>describe</u> traits that define culture</p> <p>6.16A <u>identify</u> institutions basic to all societies: <i>government, economy, education, and religion</i></p> <p>6.21A <u>differentiate</u> between, locate, and use primary and secondary sources</p> <p>6.21C <u>organize and interpret</u> information</p> <p>6.22A <u>use</u> social studies terminology correctly;</p> <p>United States and Canada: Having a Voice</p> <p>6.1A <u>describe</u> characteristics that resulted from historical events/factors: <i>colonization, immigration, and trade</i></p> <p>6.1B <u>analyze</u> the historical background to <u>evaluate</u> relationships between past conflicts and current conditions</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases: <i>population, disease, and economic activities</i>;</p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns</p> <p>6.4A <u>locate</u> major historical and contemporary societies</p> <p>6.8A <u>compare</u> ways societies organize the production and distribution of goods and services;</p> <p>6.8B <u>identify/differentiate</u> among traditional, market, and command economies: <i>the benefits of the U.S. free enterprise system</i>;</p> <p>6.8C <u>explain</u> the impact of scarcity on international trade and economic interdependence among societies</p> <p>6.10A <u>define and give</u> examples of primary, secondary, tertiary, and quaternary industries</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy.</i></p> <p>6.11ABD <u>describe</u> characteristics, <u>identify</u> examples of and <u>compare</u> limited and unlimited governments;</p> <p>6.11C <u>identify</u> reasons for limiting the power of government;</p> <p>6.13A <u>describe</u> roles and responsibilities of citizens: <i>United States</i>;</p> <p>6.13B <u>explain</u> how opportunities for citizens to participate/influence the political process</p> <p>6.13C <u>compare</u> the role of citizens in the United States with the role of citizens from selected democratic /nondemocratic contemporary societies.</p> <p>6.14A <u>identify and explain</u> the importance of voluntary civic</p>	<p>UNIT:</p> <ul style="list-style-type: none"> Latin America: How do the Events of the Past Shape Today <p>Latin America: How do the Events of the Past Shape Today</p> <p>6.1A <u>describe</u> characteristics that resulted from historical events or factors: <i>colonization, immigration, and trade</i>;</p> <p>6.2B <u>analyze</u> the historical background to <u>evaluate</u> relationships between past conflicts and current conditions</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases : <i>population, disease, and economic activities</i>;</p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns</p> <p>6.4A <u>locate</u> major historical and contemporary societies</p> <p>6.8A <u>compare</u> ways societies organize the production and distribution of goods and services;</p> <p>6.8B <u>identify/differentiate</u> among traditional, market, and command economies</p> <p>6.8C <u>explain</u> the impact of scarcity on international trade and economic interdependence among societies</p> <p>6.10A <u>define and give</u> examples of primary, secondary, tertiary, and quaternary industries</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy</i></p> <p>6.11ABD <u>describe</u> characteristics, <u>identify</u> examples of and <u>compare</u> limited and unlimited governments;</p> <p>6.11C <u>identify</u> reasons for limiting the power of government;</p> <p>6.13A <u>describe</u> roles and responsibilities of citizens: <i>United States</i>;</p> <p>6.13B <u>explain</u> how opportunities for citizens to participate/influence the political process</p> <p>6.13C <u>compare</u> the role of citizens in the United States with the role of citizens from selected democratic /nondemocratic contemporary societies</p> <p>6.14B <u>explain</u> relationships among rights and responsibilities in democratic societies</p> <p>6.15C <u>analyze</u> the similarities and differences among societies;</p> <p>6.17A <u>explain</u> aspects that link or separate cultures/societies;</p> <p>6.17B <u>explain</u> the impact of political boundaries that cut across culture regions;</p> <p>6.17C <u>analyze</u> how culture traits spread</p> <p>6.18A <u>explain</u> the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.18B <u>relate</u> ways in which contemporary expressions of culture have been influenced by the past</p> <p>6.20A <u>give</u> examples of science and technology that has shaped the world: <i>the roles of scientists and inventors</i></p> <p>6.20B <u>explain</u> how resources, belief systems, economic factors, and political decisions have affected the use of technology</p>	<p>UNITS:</p> <ul style="list-style-type: none"> Europe: Unifying Many Cultures <p>Europe: Unifying Many Cultures</p> <p>6.1A <u>describe</u> characteristics that resulted from historical events or factors: <i>colonization, immigration, and trade</i>;</p> <p>6.2B <u>analyze</u> the historical background to <u>evaluate</u> relationships between past conflicts and current conditions</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases : <i>population, disease, and economic activities</i>;</p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns</p> <p>6.3C <u>compare</u> selected regions and countries using data</p> <p>6.4A <u>locate</u> major historical and contemporary societies</p> <p>6.4D <u>identify and explain</u> the geographic factors responsible for the location of economic activities</p> <p>6.5A <u>explain</u> factors that influence the economic development and foreign policies of societies: <i>distribution of natural resources</i></p> <p>6.7AB <u>identify and analyze</u> ways people have adapted to and modified the physical environment</p> <p>6.7C <u>describe</u> ways in which technology influences human capacity to modify the physical environment</p> <p>6.8A <u>compare</u> ways societies organize the production and distribution of goods and services;</p> <p>6.8B <u>identify and differentiate</u> among traditional, market, and command economies</p> <p>6.8C <u>explain</u> the impact of scarcity on international trade and economic interdependence among societies</p> <p>6.9A <u>describe</u> ways in which factors of production influence the economies</p> <p>6.9B <u>identify</u> problems and issues that may arise when one or more of the factors of production is in relatively short supply</p> <p>6.10A <u>define and give</u> examples of primary, secondary, tertiary, and quaternary industries</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy</i></p> <p>6.12B <u>identify</u> examples of governments with rule by one, few, or many;</p> <p>6.12C <u>identify</u> historical origins of democratic forms of government;</p> <p>6.12D <u>compare</u> how governments function: <i>Germany and Russia.</i></p> <p>6.15C <u>analyze</u> the similarities and differences among societies</p> <p>6.15D <u>identify and explain</u> examples of conflict and cooperation between and among cultures</p> <p>6.17A <u>explain</u> aspects that link or separate cultures/societies;</p> <p>6.17B <u>explain</u> the impact of political boundaries that cut across culture regions</p>

<p>participation in democratic societies</p> <p>6.14B explain relationships among rights and responsibilities in democratic societies.</p> <p>6.15C analyze the similarities and differences among societies;</p> <p>6.17A explain aspects that link or separate cultures/societies;</p> <p>6.17B explain the impact of political boundaries that cut across culture regions;</p> <p>6.17C analyze how culture traits spread</p> <p>6.20A give examples of science and technology that has shaped the world: <i>the roles of scientists and inventors</i></p> <p>6.20B explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</p> <p>6.20C make predictions about future social, economic, and environmental consequences that may result from future science and technology</p>	<p>6.20C make predictions about future social, economic, and environmental consequences that may result from future science and technology</p>	<p>6.20A give examples of science and technology that has shaped the world: <i>the roles of scientists and inventors</i></p> <p>6.20B explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</p>
<p>Fall Benchmark</p>		
<p><i>The motivation of individuals, events, and issues in social studies is political, economic, social, and/or geographical. Reinforce critical thinking skills by having students identify and apply these concepts to what they are learning in World Cultures. See 6th Grade ARRC – Tools and Strategies</i></p>		
<p><i>Social Studies Skills</i></p>		
<p>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>		
<p>A. differentiate, locate, and use primary and secondary sources to acquire information: <i>computer software; interviews; biographies; oral, print, and visual material; and artifacts</i> 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: <i>graphs, charts, timelines, and maps</i> D. identify different points of view about an issue or topic E. identify the elements of frame of reference that influenced participants in an event F. use appropriate mathematical skills to interpret social studies information: <i>maps and graphs</i></p>		
<p>6.22 Social studies skills. The student communicates in written, oral, and visual forms.</p>		
<p>A. use social studies terminology correctly B. incorporate main and supporting ideas in verbal and written communication C. express ideas orally based on research and experiences D. create written and visual material: <i>journal entries, reports, graphic organizers, outlines, and bibliographies</i> E. use standard grammar, spelling, sentence structure, and punctuation</p>		
<p>6.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>		
<p>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 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</p>		
<p>Bold TEKS/SE are foundational to or tested on TAKS</p>		

Social Studies ARRC At-A-Glance Map	Round Rock ISD 2009-2010 6th Grade - World Cultures	Creation Date: 06.07 Revision Date: 06.09
4th Six Weeks January 5 – February 12 Days of Instruction: 28	5th Six Weeks February 16 – April 1 Days of Instruction: 28	6th Six Weeks April 5 – May 28 Days of Instruction: 40
<p>UNIT</p> <ul style="list-style-type: none"> The Middle East and North Africa: Resources, Religion, and Cultural Conflict <p><u>The Middle East and North Africa: Resources, Religion, and Cultural Conflict</u></p> <p>6.1A <u>describe</u> characteristics of societies that resulted from historical events/factors: <i>invasion, conquests, and immigration</i></p> <p>6.1B <u>analyze</u> the historical background of societies to evaluate relationships between past conflicts and current conditions</p> <p>6.2A <u>explain</u> the significance of individuals/groups</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries: <i>population, disease, and economic activities</i></p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases;</p> <p>6.3C <u>compare</u> world regions and countries using data</p> <p>6.4A <u>locate</u> major historical/contemporary societies</p> <p>6.4B <u>identify and explain</u> the geographic factors responsible for patterns of population</p> <p>6.4D <u>identify and explain</u> the geographic factors responsible for the location of economic activities</p> <p>6.5A <u>explain</u> factors that influence the economic development and foreign policies of societies: <i>location, physical features, transportation corridors and barriers, and distribution of natural resources</i></p> <p>6.5B <u>identify</u> geographic factors that influence a society's ability to control territory and that shape the domestic/foreign policies of the society</p> <p>6.6B <u>describe and explain</u> the physical processes that produce renewable and nonrenewable natural resources: <i>fossil fuels</i></p> <p>6.7AB <u>identify and analyze</u> ways people have adapted to and modified the physical environment</p> <p>6.7C <u>describe</u> ways in which technology influences human capacity to modify the physical environment.</p> <p>6.8C <u>explain</u> the impact of scarcity on international trade and economic interdependence among societies</p> <p>6.9A <u>describe</u> ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of societies</p> <p>6.9B <u>identify</u> problems and issues that may arise when one factors of production is in relatively short supply.</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy.</i></p>	<p>UNITS</p> <ul style="list-style-type: none"> Africa-South of the Sahara: Affects of Conflict on a Traditional Culture <p><u>Africa-South of the Sahara: Affects of Conflict on a Traditional Culture</u></p> <p>6.1A <u>describe</u> characteristics of societies that resulted from historical events or factors: <i>invasion, colonization, and immigration</i></p> <p>6.1B <u>analyze</u> the historical background to evaluate relationships between past conflicts and current conditions.</p> <p>6.2A <u>explain</u> the significance of individuals or groups</p> <p>6.2B <u>describe</u> the influence of individual/group achievement</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases: <i>population, disease, and economic activities;</i></p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</p> <p>6.3C <u>compare</u> selected world regions and countries using data</p> <p>6.4A <u>locate</u> major historical and contemporary societies</p> <p>6.4B <u>identify and explain</u> the geographic factors responsible for patterns of population in places and regions</p> <p>6.6C <u>analyze</u> the effects of physical processes and the physical environment on humans</p> <p>6.7C <u>describe</u> ways in which technology influences human capacity to modify the physical environment.</p> <p>6.8A <u>compare</u> ways in which various societies organize the production and distribution of goods and services;</p> <p>6.8B <u>identify and differentiate</u> among traditional, market, and command economies</p> <p>6.9A <u>describe</u> ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence economies</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy</i></p> <p>6.11B <u>identify</u> examples of limited and unlimited governments;</p> <p>6.11C <u>identify</u> reasons for limiting the power of government;</p> <p>6.11D <u>compare</u> limited and unlimited governments</p> <p>6.13A <u>describe</u> roles and responsibilities of citizens</p> <p>6.13B <u>explain</u> how opportunities for citizens to participate in and influence the political process vary</p> <p>6.13C <u>compare</u> the role of citizens in the United States with the role of citizens from democratic and nondemocratic societies</p> <p>6.15C <u>analyze</u> the similarities and differences among societies</p> <p>6.18A <u>explain</u> the relationships that exist between societies and their architecture, art, music, and literature</p> <p>6.18B <u>relate</u> ways in which contemporary expressions of culture have been influenced by the past</p> <p>6.18C <u>describe</u> ways in which societal issues influence creative expressions</p>	<p>UNITS</p> <ul style="list-style-type: none"> South and East Asia: Traditional Beliefs Building Modern Societies Australia & the Pacific Region: The Land Down Under <p><u>South and East Asia: Traditional Beliefs Building Modern Societies</u></p> <p>6.1A <u>describe</u> characteristics that resulted from historical events/factors: <i>invasion, colonization and trade</i></p> <p>6.1B <u>analyze</u> the historical background to evaluate relationships between past conflicts and current conditions</p> <p>6.2A <u>explain</u> the significance of individuals or groups</p> <p>6.2B <u>describe</u> the influence of individual and group achievement on selected historical or contemporary societies.</p> <p>6.3A <u>create</u> thematic maps, graphs, charts, models, and databases: <i>population, disease, and economic activities;</i></p> <p>6.3B <u>pose and answer</u> questions about geographic distributions and patterns on maps, graphs, charts, models, and databases;</p> <p>6.3C <u>compare</u> regions/countries using data</p> <p>6.4A <u>locate</u> major historical and contemporary societies</p> <p>6.6A <u>describe and explain</u> how physical processes have resulted in physical patterns on Earth's surface: <i>ocean circulation, and earthquakes</i></p> <p>6.6C <u>analyze</u> the effects of physical processes and the physical environment on humans</p> <p>6.7A <u>identify and analyze</u> ways people have adapted to the physical environment</p> <p>6.7C <u>describe</u> ways in which technology influences human capacity to modify the physical environment</p> <p>6.8A <u>compare</u> ways in which various societies organize the production and distribution of goods and services;</p> <p>6.8B <u>identify and differentiate</u> among traditional, market, and command economies</p> <p>6.8C <u>explain</u> the impact of scarcity on international trade and economic interdependence among societies.</p> <p>6.10A <u>define and give</u> examples of primary, secondary, tertiary, and quaternary industries;</p> <p>6.10B <u>describe and measure</u> levels of economic development: <i>individual purchasing power, life expectancy, and literacy</i></p> <p>6.11BD <u>identify and compare</u> examples of limited and unlimited governments;</p> <p>6.12D <u>compare</u> how governments function: <i>China and Russia.</i></p> <p>6.13A <u>describe</u> roles and responsibilities of citizens</p> <p>6.13B <u>explain</u> how opportunities for citizens to participate in and influence the political process vary</p> <p>6.13C <u>compare</u> the role of citizens in the United States with the role of citizens in democratic and nondemocratic contemporary societies</p> <p>6.15C <u>analyze</u> the similarities and differences among societies</p> <p>6.16A <u>identify</u> institutions basic to all societies: government, economic, educational, and religious institutions</p>

<p>6.13B explain how opportunities for citizens to participate in and influence the political process</p> <p>6.13C compare the role of citizens in democratic and nondemocratic contemporary societies.</p> <p>6.15C analyze the similarities and differences among world societies</p> <p>6.15D identify and explain examples of conflict and cooperation between and among cultures</p> <p>6.16A identify institutions basic to all societies: <i>government, economic, educational, and religious institutions</i></p> <p>6.16B compare characteristics of institutions</p> <p>6.17A explain aspects that link or separate cultures/societies;</p> <p>6.17B explain the impact of political boundaries that cut across culture regions</p> <p>6.19A explain the relationship among religious ideas, philosophical ideas, and cultures</p> <p>6.19B explain the significance of religious holidays and observances: <i>Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah</i></p>	<p>6.18D identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes</p>	<p>6.16B compare characteristics of institutions</p> <p>6.17C analyze how culture traits spread</p> <p>6.18A explain the relationships that exist between societies and their architecture, art, music, and literature</p> <p>6.18D identify examples of art music, and literature that have transcended the boundaries and convey universal themes</p> <p>6.19A explain the relationship among religious ideas and cultures</p> <p>6.20B explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</p> <p>6.20C make predictions about future consequences that may result from future scientific discoveries and technological innovations</p> <p>Australia & the Pacific Region: The Land Down Under</p> <p>6.1A describe characteristics that resulted from historical events/factors: <i>colonization</i></p> <p>6.3A create thematic maps, graphs, charts, models, and databases: <i>population, disease, and economic activities;</i></p> <p>6.3B pose and answer questions about geographic distributions and patterns</p> <p>6.3C compare regions and countries using data</p> <p>6.4A locate major historical and contemporary societies</p> <p>6.4B identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.4C explain ways in which human migration influences the character of places and regions</p> <p>6.4D identify and explain the geographic factors responsible for the location of economic activities</p> <p>6.6C analyze the effects of physical processes and the physical environment on humans.</p> <p>6.15C analyze the similarities and differences among societies</p> <p>6.16B compare characteristics of institutions</p> <p>6.17A explain aspects that link or separate cultures and societies;</p> <p>6.17F evaluate the consequences of improved communication among cultures.</p> <p>6.18A explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.18B relate ways in which contemporary expressions of culture have been influenced by the past;</p>
<p>Spring Benchmark</p>		
<p>The motivation of individuals, events, and issues in social studies is political, economic, social, and/or geographical. Reinforce critical thinking skills by having students identify and apply these concepts to what they are learning in World Cultures. See 6th Grade ARRC – Tools and Strategies</p>		
<p>Social Studies Skills</p> <p>6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p> <p>A. differentiate, locate, and use primary and secondary sources to acquire information: <i>computer software; interviews; biographies; oral, print, and visual material; and artifacts</i> 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: <i>graphs, charts, timelines, and maps</i> D. identify different points of view about an issue or topic E. identify the elements of frame of reference that influenced participants in an event F. use appropriate mathematical skills to interpret social studies information: <i>maps and graphs</i></p> <p>6.22 Social studies skills. The student communicates in written, oral, and visual forms.</p> <p>A. use social studies terminology correctly B. incorporate main and supporting ideas in verbal and written communication C. express ideas orally based on research and experiences D. create written and visual material: <i>journal entries, reports, graphic organizers, outlines, and bibliographies</i> E. use standard grammar, spelling, sentence structure, and punctuation</p> <p>6.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>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 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</p>		
<p>Bold TEKS/SE are foundational to or tested on TAKS</p>		