

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Unit 3; Cultural Contributions and Contrasts	6 <sup>th</sup>	3rd	28 days
TEKS/Student Expectations		Examples/Specifications:	
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p> <p>(A) explain the significance of individuals or groups from selected societies, past and present; and</p> <p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p> <p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p>		<p><b>1A-B, 2A-B, 4A-C, 8A-C, 9A-B, 15A-D, 16A-B, 17A-F</b>  <b>India and China: The Past, Present, and the Future</b>  <b>Map Identification</b>  <b>Pro/Con Caste System Simulation</b>  <b>Compare/Contrast Major Asian Religions; Buddhism, Confucianism, Daoism</b>  <b>Haiku Poetry</b>  <b>Calligraphy</b>  <b>Economies of China and India; notes and discussion.</b>  <b>Current event search</b></p> <p><b>19A-C, 21A-C, 22A-E, 23A-B</b>  <b>Cultures of Christmas Around the World: Research and poster oral reports</b>  <b>Cultural Holidays: Compare/Contrast</b></p>	

(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:

(A) locate major historical and contemporary societies on maps and globes;

(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; and

(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and

(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.

(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:

(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;

(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and

(C) analyze the effects of physical processes and the physical environment on humans.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions.

The student is expected to:

(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;

(B) identify and analyze ways people have modified the physical environment; and

(C) describe ways in which technology influences human capacity to modify the physical environment.

(8) 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) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and

(C) explain the impact of scarcity on international trade and economic interdependence among societies.

(9) Economics. The student understands the role factors of production play in a society's economy. The student is expected to:

(A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and

(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

(10) Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:

(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and

(B) describe and measure levels of economic development using various

indicators such as individual purchasing power, life expectancy, and literacy.

(11) Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:

(A) describe characteristics of limited and unlimited governments;

(B) identify examples of limited and unlimited governments;

(C) identify reasons for limiting the power of government; and

(D) compare limited and unlimited governments.

(12) Government. The student understands alternative ways of organizing governments. The student is expected to:

(A) identify alternative ways of organizing governments such as rule by one, few, or many;

(B) identify examples of governments with rule by one, few, or many;

(C) identify historical origins of democratic forms of government; and

(D) compare how governments function in selected world societies such as China, Germany, India, and Russia.

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:

(A) define the concepts of culture and culture region;

(B) describe some traits that define cultures;

(C) analyze the similarities and differences among selected world societies; and

(D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and

Rwanda.

(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and

(B) compare characteristics of institutions in selected contemporary societies.

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) explain aspects that link or separate cultures and societies;

(B) explain the impact of political boundaries that cut across culture regions;

(C) analyze how culture traits spread;

(D) explain why cultures borrow from each other;

(E) evaluate how cultural borrowing affects world cultures; and

(F) evaluate the consequences of improved communication among cultures.

(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. 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 societal issues influence creative expressions; and

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.

(19) Culture. The student understands the relationships among religion,

<p>philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.</p>	
<p><b>Language of Instruction:</b></p>	<p><b>Instructional Resources/Textbook Correlations:</b></p>
<p>Christmas  Ramadan  Yom Kippur  Rosh Hashanah  Subcontinent  Himalayas  Monsoon  Caste System  Indus River Valley  Mohenjo-Daro  Hinduism  Reincarnation  Mohandas Gandhi  British Empire  Ganges River  Dynasty  The Silk Road</p>	<p>Textbook Chapters 20,21,23,24  Critical Thinking Transparencies</p> <hr/> <p><b>Weblinks/Other Resources:</b></p> <p>Video  United Streaming  Literature</p>
<p><b>Evaluation/External Assessment/Local Assessment:</b></p>	<p><b>Best Instruction Timeline:</b></p>
<p>Haiku Poetry Art Project: Calligraphy  Caste System Simulation  Maps  Data File Compare/Contrast  Current Event Reports  Holiday Reports  Teacher Check for Understanding</p>	<p>Weeks 1-4: China and India; The Past, Present, and Future  Weeks 5-6: Holiday Reports</p>