

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Modern Times	6 th	5 th	29
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>1A-B, 2A-B, 4A-D, 11A-D, 12A-D, 13A-C, 14A-B, 20A-C, 21A-F, 23A-B</p> <p>Industrial and Scientific Revolution; Cause/Effect discussion</p> <p>Assembly Line Simulation</p> <p>New Invention Creation and Illustration</p> <p>Nationalism: New Nations</p> <p>French Revolution: Cause/Effect. The history and impact of the Guillotine</p> <p>The Enlightenment: Then and Now</p> <p>Imperialism and the British Empire: Label and evaluate maps</p> <p>World Conflicts: Trade and Economies: Then and Now</p> <p>WWI: Causes/Effects</p> <p>Weapons of War: compare/contrast</p> <p>Treaty of Versailles: Simulation and discussion</p> <p>WWII: Causes/Effects</p> <p>Development of New Countries and Governments</p> <p>System of Alliances: Then and Now</p> <p>American Wars: Identify and discuss</p> <p>Current World Conflicts: Causes/Effects</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.

(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 selected contemporary societies including the United States;

(B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and

(C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is

expected to:

(A) identify and explain the importance of voluntary civic participation in democratic societies; and

(B) explain relationships among rights and responsibilities in democratic societies.

(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. 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 from place to place, culture to culture, and society to society; and

(C) make predictions about future social, economic, and environmental consequences 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 from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected 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 topic;

<p>(E) identify the elements of frame of reference that influenced participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(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:</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; and</p> <p>(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>Language of Instruction:</p>	<p>Instructional Resources/Textbook Correlations:</p>
<p>Scientific Revolution Industrial Revolution Reign of Terror Unlimited and Limited Governments Labor Force Napoleon Bonaparte Colonialism Fascism</p>	<p>Textbook Chapters 11-14</p>

<p>Adolf Hitler NATO Holocaust The Marshall Plan The Soviet Union Communism The Cold War The Korean War The Conflict in Vietnam War in the Balkan Peninsula The European Union Reunification</p>	<p>Weblinks/Other Resources:</p> <p>Video Primary Sources United Streaming Guest Speakers Literature Connections</p>
<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>
<p>Map Identification Cause/Effect charts Debates Invention Creation and Illustration Identify and evaluate weapons of war Discuss and design peace policies Current Event Reports: Current conflicts and solutions</p>	<p>Weeks 1-3: Age of Revolutions: Scientific, Industrial, Political Weeks 4-6: WWI, WWII, Current world situation</p>