Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
A World of Diversity: A Closer Look	6th	6th	30 days

TEKS/Student Expectations	Examples/Specifications:
(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. (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	**3A-C, 4A-D** The Physical Geography of the United States, Canada, and Mexico Map Identification Data File Statistics: Compare/Contrast **13A-C, 14A-B** Describe/explain what it means to be a citizen: Identify roles and responsibilities **11A-D, 12A-D** Compare/Contrast governments of US, Canada, and Mexico. Compare/Contrast how governments function in selected world societies **15A-D, 16A-B, 17A-F, 18A-D, 19A-B, 20B** Identify examples of cultural sharing in the US and other countries Identify and review parts of a culture. Create World Culture Day Celebration: Posters, marketing, entertainment, and audience participation

(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, 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 and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary 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; (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. (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.	
Language of Instruction:	**Instructional Resources/Textbook Correlations:**
Cultural Traits Cultural Sharing Natural Resources Climate change Immigrants Movement and Migration Patriotism Constitution GDP Free market economy Globalization Multiculturalism Constitutional Monarchy Prime Minister Exports Imports Bilingual El Nino Columbian Exchange Mexican Revolution Day of the Dead	Textbook Chapters3-9 **Weblinks/Other Resources:** United Streaming Videos Primary Sources Literature Guest Speakers
Evaluation/External Assessment/Local Assessment:	**Best Instruction Timeline:**

Compare/Contrast Chart Map Identification Patriotic Poetry/Songs Current Event Reports World Culture Celebration: Plan, prepare, implement	Weeks 1-4: US, Canada, Mexico, and South America Weeks 5-6: World Culture Celebration Day