

Sixth Grade World Cultures Curriculum Timeline

<i>Dates</i>	<i>Concepts</i>	<i>TEKS 6th Grade</i>	<i>Aligned to 8th, 10th and 11th Grade TAKS and TEKS</i>
<p>Six Weeks 1</p>	<p>Geography: "Tools and Concepts" "Use of Geography Skills" "Earth's Physical Geography" "Earth's Human & Cultural Geography"</p>	<p>6.2A, 6.3B,C 6.4 A,B,C, 6.5A 6.6A,C 6.7 A, B 6.8 A, B,C 6.10A 6.12 A,B,C 6.15 A,B 6.16 A 6.17 A,B,C 6.18D 6.19A</p>	<p>(6.1) 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 (WG1A, B and WG18A)</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions. (WG1A, B and WH1B)</p> <p>(6.3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</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 (WG21A,C and WH11B)</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models. (WG21A, C)</p> <p>(6.4) Geography. The student understands the</p>

<p>SW2</p>	<p>U.S and Canada “Physical Geography”</p> <p>United States: “Exploring the region today”</p> <p>Canada: “Exploring the region today”</p>	<p>6. 1B, 6.2A 6.3B 6.6A, 6.9A 6.10A,B 6.13B, 6.15D, 6.18A,B 6.19B, 6.20A</p> <p>6.1D, 6.4A,B,D 6.5A 6.6B 6.7B,C 6.8A 6.9 A,B 6.10 A,B, 6.12A,C 6.13B 6.15B 6.18B</p>	<p>characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions; (WG1A)</p> <p>(6.5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(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 (WG1A)</p> <p>(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society. (WG1A)</p> <p>(6.7) 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:</p> <p>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions; (WG8B)</p> <p>(B) identify and analyze ways people have modified the physical environment; and (WG8B)</p> <p>(C) describe ways in which technology influences human capacity to modify the physical environment. (WG19A)</p>
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<p>SW4</p>	<p><i>Europe and Russia: “Physical Features” “Humans & the Environment” “Geographic Factors & natural resources”</i></p> <p><i>Western Europe: “Exploring the region today”</i></p> <p><i>Eastern Europe: “Exploring the region today”</i></p>	<p>6. 1A,B 6. 3C 6. 4A 6. 5A 6. 8A 6. 9A 6. 10B,A 6. 11A,C 6. 12 A,B,C 6. 13A 6. 15D 6. 17B 6. 20B</p>	<p>expected to:</p> <p>(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; (WG19A and WH23A)</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. The student is expected to:</p> <p>(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; (8.30A)</p> <p>(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; (8.30B)</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (8.30C)</p> <p>(D) identify different points of view about an issue or topic; (8.30D)</p> <p>(E) identify the elements of frame of reference that influenced participants in an event; and (8.30E)</p>
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SW5	<p><i>Africa: "Physical Features" "Humans & the physical environment" "Geographic factors and natural resources"</i></p> <p><i>North & West Africa: "Exploring the region today"</i></p> <p><i>East, Central, & South Africa: "Exploring the Region today"</i></p>	<p><i>6.3B,C 6.4A,D 6.5A 6.6A 6.7A,B 6.8B 6.10A</i></p> <p><i>6.1A,B 6.2B 6.4B,C 6.5A 6.7A 6.8A 6.9A,B 6.13B 6.21A,D</i></p> <p><i>6.15A,B,C 6.16A 6.17A,F,D 6.11A 6.12A,C</i></p>	

<p>SW6</p>	<p><i>Asia: Physical Geography: Physical Features Humans & the Physical Environment Geographic factors and natural resources</i></p> <p><i>Southeast Asia Southwest Asia</i></p> <p><i>Pacific Realm: Australia, New Zealand, & Pacific Islands</i></p>	<p><i>6.3 B,C, 6.4 A,B,C,D 6.5A 6.6 A,B,C,D 6.7 A,B,C,D 6.9B</i></p> <p><i>6.2B, 6.3C 6.4C,D 6.5A 6.6B,C 6.7A,C 6.8A 6.9A 6.10A 6.16A,B 6.17E,F 6.20C</i></p>	