GRADE 6 CURRICULUM

Math Standards: Texas Essential Knowledge and Skills (TEKS): Grade 6

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

2-3 Number and operations

- **2 The student applies mathematical process standards to represent and use rational numbers in a variety of forms.**
    - A classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;
    - B identify a number, its opposite, and its absolute value;
    - C locate, compare, and order integers and rational numbers using a number line;
    - D order a set of rational numbers arising from mathematical and real-world contexts; and
    - E extend representations for division to include fraction notation such as a/b represents the same number as a ÷ b where b ≠ 0.
- **3 The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.**
    - A recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;
    - B determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;
    - C represent integer operations with concrete models and connect the actions with the models to standardized algorithms;
    - D add, subtract, multiply, and divide integers fluently; and
    - E multiply and divide positive rational numbers fluently.

4-5 Proportionality

- **4 The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.**
    - A compare two rules verbally, numerically, graphically, and symbolically in the form of y = ax or y = x + a in order to differentiate between additive and multiplicative relationships;

- B apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;
- C give examples of ratios as multiplicative comparisons of two quantities describing the same attribute;
- D give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients;
- E represent ratios and percents with concrete models, fractions, and decimals;
- F represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers;
- G generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money; and
- H convert units within a measurement system, including the use of proportions and unit rates.

- **5 The student applies mathematical process standards to solve problems involving proportional relationships.**
  - A represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions;
  - B solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and
  - C use equivalent fractions, decimals, and percents to show equal parts of the same whole.

6-10 Expressions, equations, and relationships

- **6 The student applies mathematical process standards to use multiple representations to describe algebraic relationships.**
  - A identify independent and dependent quantities from tables and graphs;
  - B write an equation that represents the relationship between independent and dependent quantities from a table; and
  - C represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.
- **7 The student applies mathematical process standards to develop concepts of expressions and equations.**
  - A generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;

- B distinguish between expressions and equations verbally, numerically, and algebraically;
- C determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and
- D generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.

- **8 The student applies mathematical process standards to use geometry to represent relationships and solve problems.**
  - A extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;
  - B model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes;
  - C write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers; and
  - D determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
- **9 The student applies mathematical process standards to use equations and inequalities to represent situations.**
  - A write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;
  - B represent solutions for one-variable, one-step equations and inequalities on number lines; and
  - C write corresponding real-world problems given one-variable, one-step equations or inequalities.
- **10 The student applies mathematical process standards to use equations and inequalities to solve problems.**
  - A model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and
  - B determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.

11-13 Measurement and data

- **11 The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.**
- **12 The student applies mathematical process standards to use numerical or graphical representations to analyze problems.**
    - A represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots;
    - B use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;
    - C summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and
    - D summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.
- **13 The student applies mathematical process standards to use numerical or graphical representations to solve problems.**
    - A interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots; and
    - B distinguish between situations that yield data with and without variability.

14 Personal financial literacy

- **14 The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.**
    - A compare the features and costs of a checking account and a debit card offered by different local financial institutions;
    - B distinguish between debit cards and credit cards;
    - C balance a check register that includes deposits, withdrawals, and transfers;
    - D explain why it is important to establish a positive credit history;
    - E describe the information in a credit report and how long it is retained;
    - F describe the value of credit reports to borrowers and to lenders;
    - G explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and

- H compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

English Language Arts Grade 6 Standards: Texas Essential Knowledge and Skills (TEKS)

Developing foundational Reading and Writing language skills:

Students should be able to read grade-level text fluently and with comprehension. They should also be able to adjust their fluency based on the purpose of the reading.

Students should be able to write responses that demonstrate their understanding of texts. They should also be able to use text evidence to support their responses

1-4 Developing and sustaining foundational language skills

- **1 Listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.**
    - A listen actively to interpret a message, ask clarifying questions, and respond appropriately;
    - B follow and give oral instructions that include multiple action steps;
    - C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
    - D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
- **2 Listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.**
    - A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
    - B use context such as definition, analogy, and examples to clarify the meaning of words; and
    - C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.
- **3 Listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.**
- **4 Listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.**

5 Comprehension skills

- **5 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.**
    - A establish purpose for reading assigned and self-selected text;
    - B generate questions about text before, during, and after reading to deepen understanding and gain information;
    - C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
    - D create mental images to deepen understanding;
    - E make connections to personal experiences, ideas in other texts, and society;
    - F make inferences and use evidence to support understanding;
    - G evaluate details read to determine key ideas;
    - H synthesize information to create new understanding; and
    - I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

6 Response skills

- **6 Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.**
    - A describe personal connections to a variety of sources, including self-selected texts;
    - B write responses that demonstrate understanding of texts, including comparing sources within and across genres;
    - C use text evidence to support an appropriate response;
    - D paraphrase and summarize texts in ways that maintain meaning and logical order;
    - E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
    - F respond using newly acquired vocabulary as appropriate;
    - G discuss and write about the explicit or implicit meanings of text;
    - H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and

      I reflect on and adjust responses as new evidence is presented.

7-8 Multiple genres

- **7 Listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.**

- A infer multiple themes within and across texts using text evidence;
- B analyze how the characters' internal and external responses develop the plot;
- C analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and
- D analyze how the setting, including historical and cultural settings, influences character and plot development.

- **8 Listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.**
  - A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
  - B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
  - C analyze how playwrights develop characters through dialogue and staging;
  - D analyze characteristics and structural elements of informational text, including:
    - i the controlling idea or thesis with supporting evidence;
    - ii features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
    - iii organizational patterns such as definition, classification, advantage, and disadvantage;
  - E analyze characteristics and structures of argumentative text by:
    - i identifying the claim;
    - ii explaining how the author uses various types of evidence to support the argument;
    - iii identifying the intended audience or reader; and
  - F analyze characteristics of multimodal and digital texts.

9 Author's purpose and craft

- **9 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.**
  - A explain the author's purpose and message within a text;
  - B analyze how the use of text structure contributes to the author's purpose;

- C analyze the author's use of print and graphic features to achieve specific purposes;
- D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
- F analyze how the author's use of language contributes to mood and voice; and
- G explain the differences between rhetorical devices and logical fallacies.

10-11 Composition

- **10 Listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.**
  - A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
  - B develop drafts into a focused, structured, and coherent piece of writing by:
    - i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
    - ii developing an engaging idea reflecting depth of thought with specific facts and details;
  - C revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - D edit drafts using standard English conventions, including:
    - i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - ii consistent, appropriate use of verb tenses;
    - iii conjunctive adverbs;
    - iv prepositions and prepositional phrases and their influence on subject-verb agreement;
    - v pronouns, including relative;
    - vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
    - vii capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

        - viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
        - ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
    - E publish written work for appropriate audiences.

- **11 Listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.**
    - A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
    - B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
    - C compose multi-paragraph argumentative texts using genre characteristics and craft; and
    - D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

12 Inquiry and research

- **12 Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.**
    - A generate student-selected and teacher-guided questions for formal and informal inquiry;
    - B develop and revise a plan;
    - C refine the major research question, if necessary, guided by the answers to a secondary set of questions;
    - D identify and gather relevant information from a variety of sources;
    - E differentiate between primary and secondary sources;
    - F synthesize information from a variety of sources;
    - G differentiate between paraphrasing and plagiarism when using source materials;
    - H examine sources for:
        - i reliability, credibility, and bias; and
        - ii faulty reasoning such as hyperbole, emotional appeals, and stereotype;
    - I display academic citations and use source materials ethically; and

- J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

GRADE 6 SCIENCE Standards: Texas Essential Knowledge and Skills

Sixth grade science will address the Texas Essential Knowledge and Skills (TEKS) through the following strands:

- **Science investigation and reasoning**
- **Matter and energy**
- **Force, motion, and energy**
- **Earth and space**
- **Organisms and environments**

1-4 Scientific and engineering practices

- **1 The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:**
    - A ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
    - B use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
    - C use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
    - D use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals;
    - E collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
    - F construct appropriate tables, graphs, maps, and charts using repeated trials and means to organize data;
    - G develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
    - H distinguish between scientific hypotheses, theories, and laws.
- **2 The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:**

- A identify advantages and limitations of models such as their size, scale, properties, and materials;
- B analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations;
- C use mathematical calculations to assess quantitative relationships in data; and
- D evaluate experimental and engineering designs.

- **3 The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:**
  - A develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
  - B communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
  - C engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- **4 The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:**
  - A relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content;
  - B make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used; and
  - C research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.

5 Recurring themes and concepts

- **5 The student understands that recurring themes and concepts provide a framework for making connections across disciplines. The student is expected to:**
  - A identify and apply patterns to understand and connect scientific phenomena or to design solutions;
  - B identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems;
  - C analyze how differences in scale, proportion, or quantity affect a system's structure or performance;
  - D examine and model the parts of a system and their interdependence in the function of the system;

- E analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems;
- F analyze and explain the complementary relationship between the structure and function of objects, organisms, and systems; and
- G analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.

6 Matter and energy

- **6 The student knows that matter is made of atoms, can be classified according to its properties, and can undergo changes. The student is expected to:**
  - A compare solids, liquids, and gases in terms of their structure, shape, volume, and kinetic energy of atoms and molecules;
  - B investigate the physical properties of matter to distinguish between pure substances, homogeneous mixtures (solutions), and heterogeneous mixtures;
  - C identify elements on the periodic table as metals, nonmetals, metalloids, and rare Earth elements based on their physical properties and importance to modern life;
  - D compare the density of substances relative to various fluids; and
  - E identify the formation of a new substance by using the evidence of a possible chemical change, including production of a gas, change in thermal energy, production of a precipitate, and color change.

7-8 Force, motion, and energy

- **7 The student knows the nature of forces and their role in systems that experience stability or change. The student is expected to:**
  - A identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications;
  - B calculate the net force on an object in a horizontal or vertical direction using diagrams and determine if the forces are balanced or unbalanced; and
  - C identify simultaneous force pairs that are equal in magnitude and opposite in direction that result from the interactions between objects using Newton's Third Law of Motion.
- **8 The student knows that the total energy in systems is conserved through energy transfers and transformations. The student is expected to:**

9-11 Earth and space

- **9 The student models the cyclical movements of the Sun, Earth, and Moon and describes their effects. The student is expected to:**

- A model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons; and
- B describe and predict how the positions of the Earth, Sun, and Moon cause daily, spring, and neap cycles of ocean tides due to gravitational forces.

- **10 The student understands the rock cycle and the structure of Earth. The student is expected to:**
  - A differentiate between the biosphere, hydrosphere, atmosphere, and geosphere and identify components of each system;
  - B model and describe the layers of Earth, including the inner core, outer core, mantle, and crust; and
  - C describe how metamorphic, igneous, and sedimentary rocks form and change through geologic processes in the rock cycle.
- **11 The student understands how resources are managed. The student is expected to:**
  - A research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution; and
  - B explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources.

12-13 Organisms and environments

- **12 The student knows that interdependence occurs between living systems and the environment. The student is expected to:**
  - A investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition;
  - B describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism; and
  - C describe the hierarchical organization of organism, population, and community within an ecosystem.
- **13 The student knows that organisms have an organizational structure and variations can influence survival of populations. The student is expected to:**
  - A describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function;
  - B identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic; and

- C describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change.

Grade 6 Social Studies Standards: Texas Essential Knowledge and Skills (TEKS)

Grade 6 social studies primarily focuses on studying contemporary world societies across different regions like Europe, Asia, Africa, and the Americas, analyzing their cultures, governments, economies, and how historical events have shaped them today, including the influence of individuals and groups on these societies; essentially, exploring the people, places, and societies of the contemporary world.

1-2 History

- **1 The student understands that historical events influence contemporary events. The student is expected to:**
    - A trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and
    - B analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
- **2 The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:**
    - A identify and describe the historical influence of individuals or groups on various contemporary societies; and
    - B describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

3-5 Geography

- **3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:**
    - A identify and explain the geographic factors responsible for patterns of population in places and regions;
    - B explain ways in which human migration influences the character of places and regions;
    - C identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
    - D identify the location of major world countries for each of the world regions.
- **4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:**
    - A explain the geographic factors responsible for the location of economic activities in places and regions; and

- B identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.

- **5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:**
    - A describe ways people have been impacted by physical processes such as earthquakes and climate;
    - B identify and analyze ways people have adapted to the physical environment in various places and regions; and
    - C identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.

6-8 Economics

- **6 The student understands the factors of production in a society's economy. The student is expected to:**
    - A describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
    - B identify problems that may arise when one or more of the factors of production is in relatively short supply; and
    - C explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.
- **7 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 compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
    - C understand the importance of ethics in maintaining a functional free enterprise system.
- **8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:**
    - A define and give examples of agricultural, retail, manufacturing (goods), and service industries; and
    - B describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.

9-10 Government

- **9 The student understands the concepts of limited and unlimited governments. The student is expected to:**
    - A describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
    - B identify reasons for limiting the power of government; and
    - C identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.
- **10 The student understands various ways in which people organize governments. The student is expected to:**
    - A identify and give examples of governments with rule by one, few, or many;
    - B compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
    - C identify historical origins of democratic forms of government such as Ancient Greece.

11-12 Citizenship

- **11 The student understands that the nature of citizenship varies among societies. The student is expected to:**
    - A describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
    - B explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
- **12 The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:**
    - A identify and explain the duty of civic participation in societies with representative governments; and
    - B explain relationships among rights, responsibilities, and duties in societies with representative governments.

13-17 Culture

- **13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:**
    - A identify and describe common traits that define cultures and culture regions;
    - B define a multicultural society;

- C analyze the experiences and contributions of diverse groups to multicultural societies; and
- D identify and explain examples of conflict and cooperation between and among cultures.

- **14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:**
  - A identify institutions basic to all societies, including government, economic, educational, and religious institutions;
  - B compare characteristics of institutions in various contemporary societies; and
  - C analyze the efforts and activities institutions use to sustain themselves over time.
- **15 The student understands relationships that exist among world cultures. The student is expected to:**
  - A identify and describe means of cultural diffusion such as trade, travel, and war;
  - B identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;
  - C analyze the impact of improved communication technology among cultures; and
  - D identify the impact of cultural diffusion on individuals and world societies.
- **16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:**
  - A explain the relationships that exist between societies and their architecture, art, music, and literature;
  - B describe ways in which contemporary issues influence creative expressions; and
  - C identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.
- **17 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, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.

18 Science, technology, and society

- **18 The student understands the influences of science and technology on contemporary societies. The student is expected to:**

- A identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
- B explain how resources, economic factors, and political decisions affect the use of technology; and
- C make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.

19-22 Social studies skills

- **19 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:**
  - A differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various 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; and
  - D identify different points of view about an issue or current topic.
- **20 The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:**
  - A answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;
  - B pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;
  - C compare various world regions and countries using data from maps, graphs, and charts; and
  - D create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- **21 The student communicates in written, oral, and visual forms. The student is expected to:**
  - A use social studies terminology correctly;
  - B incorporate main and supporting ideas in verbal and written communication based on research;

- C express ideas orally based on research and experiences;
- D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
- E use effective written communication skills, including proper citations to avoid plagiarism.

- **22 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.**