

Social Studies, Grade 6, Adopted 2018.		Draft Recommendations	
SE #	Student Expectation	SE #	SE #
6.1	(1) History. The student understands that historical events influence contemporary events. The student is expected to:		
6.1.A	trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and	4.14.C	explain the purpose for the creation of the civil service exam system and how it affected a person's status and established a model for later systems (C/G, H);
		4.17.C	describe how the gold and salt trade led to the tribute system in the Kingdom of Ghana (C/G, E, H);
		5.8.A	identify how the closing of Jerusalem to pilgrims contributed to the Catholic Church's call for the Crusades (H);
		8.3.A	explain the impact of the transcontinental railroad routes on Indigenous people, buffalo, the cattle industry, settlement in the west, and the transportation of goods and people in the United States and Texas (E, G, H);
		8.4.A	use maps to explain the relationship between industrialization and urbanization on the settlement patterns of the United States and Texas (G, H);
6.1.B	analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	1.4.B	describe the ways of life, food, and shelter of gulf, plains, and west Texas Native American Nations in Texas (H);
		5.8.C	describe the conflict of the Crusades from three different perspectives, feudal Europe, Byzantine Empire, and Islamic (H).
6.2	History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:		
6.2.A	identify and describe the historical influence of individuals or groups on various contemporary societies; and		
		1.4.G	identify Adina de Zavala and Clara Driscoll as examples of volunteerism that influenced Texas culture (C/G, H); and
		3.15.C	explain why the ball game, use of rubber, concept of zero, Mesoamerican calendar, and a writing system were important achievements of the Olmec civilization (H).
		4.9.A	describe the central ideas of Christianity, including the role of Jesus and the concepts of incarnation, repentance, and caring for the sick and poor (H);
		4.11.A	describe the historical significance of the modern number system, value of pi, decimal system, and length of the year that was developed in the Mauryan and Gupta empires (H); and
		4.12.C	describe the central ideas of Buddhism, including the concepts of nirvana, meditation, and leading a moral life, and the role of Siddhartha Gautama (H);
		4.12.E	describe how Ashoka promoted religious toleration within India and influenced the diffusion of Buddhism to Southeast Asia (C/G, H).
		4.17.A	explain the role of griots in oral histories and traditions in West African civilizations (H);
		4.19.A	describe the Mayan mathematical and scientific accomplishments of the concept of zero, number system, pyramids, use of astronomical techniques to predict eclipses, and development of the Long Calendar (H);
		4.21.A	describe the central ideas of Islam, including the Five Pillars of Islam, and the role of Muhammad (H); and
		6.6.C	compare the English, French, and Spanish relationships with Indigenous nations and analyze how the relationships led to conflict, cooperation, and the spread of disease (E, G, H).
		6.6.B	describe the impact of the Columbian Exchange of animals, plants, peoples, ideas, and technology (E, G, H); and
		6.7.B	explain how the Spanish used missions and presidios to establish territorial control in New Spain (C/G, G, H);
		6.11.C	explain how colonial ideals were influenced by the First Great Awakening, Enlightenment ideas, and the diversity of the colonies (C/G, H);
6.13.B	describe how the American Revolution influenced the French Revolution of 1789 (C/G, E, H); and		
7.3.A	identify how ideas from Magna Carta and the English Bill of Rights influenced the creation of the Constitution of the United States (C/G, H);		
7.3.B	explain how John Locke's ideas on natural rights and Baron de Montesquieu's ideas on separation of powers influenced the U.S. Constitution (C/G, H);		

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		7.5.A	explain how George Washington set precedents for operating the executive branch, including establishing the first cabinet and serving only two terms (C/G, H);
		8.3.A	explain the impact of the transcontinental railroad routes on Indigenous people, buffalo, the cattle industry, settlement in the west, and the transportation of goods and people in the United States and Texas (E, G, H);
		8.10.A	explain how Franklin Delano Roosevelt's New Deal policies expanded the role of government (C/G, E, H);
6.2.B	describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	1.5.E	describe how the innovative work of Katherine Johnson, Sandra Day O'Connor, Benjamin Franklin, Benjamin Banneker, George Washington Carver, and Thomas Edison contributed to U.S. culture (E, G, H);
		2.4.E	explain why people such as Gail Borden, Mary Austin Holley, and Richard and Henrietta King migrated to Texas and the contributions they made upon arrival (E,H);
		2.4.F	explain Stephen F. Austin's role in bringing settlers to Texas and how they adapted to and modified the environment (E, H);
		2.5.E	describe how Harriet Tubman and other abolitionists helped people escape slavery on the Underground Railroad and during the Civil War (H);
		3.6.E	explain why the wheel, plow, and sail were important achievements of ancient Mesopotamian civilizations (C/G, H); and
		3.6.F	explain how the Code of Hammurabi established the rule of law (C/G, H).
		3.8.E	explain why geometry, the calendar, medical advancements, and the obelisk were important achievements of ancient Egypt (H).
		3.13.C	explain why coins, iron, jade, and bronze artisan works were important achievements of the ancient Chinese civilization (H); and
		4.7.C	describe how the Socratic Method, Plato's Academy, and Aristotle's Lyceum reflected the Greek ideals about thinking and learning (H); and
		4.8.A	describe the historical significance of the use of concrete, plumbing, arches, and domes in Roman engineering (C/G, H);
		4.22.D	describe the Islamic mathematics and scientific accomplishments of algebra, scientific observations and experiments, and medical textbooks (H).
		6.3.E	describe the significance to the development of infrastructure of Aztec (Mexico) city planning, canal system, and chinampas and Incan Road system, terrace farming, and the quipu (C/G, E, G, H).
6.6.B	describe the impact of the Columbian Exchange of animals, plants, peoples, ideas, and technology (E, G, H); and		
6.3	Geography. 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:		
6.3.A	identify and explain the geographic factors responsible for patterns of population in places and regions;	2.3.A	identify cultural, political, economic, and geographic reasons why people move to other places (H, G, G/C, E);
		2.4.B	describe the characteristics of the four major physical regions in Texas and explain why people wanted to settle in each region (G, H);
		3.3.C	use a map to locate routes of human migration over time from its origins in Africa into Asia, Europe, Oceania, and the Americas (G, H).
		3.7.C	explain the influence of geography on agriculture, trade, and the emergence of ancient Egyptian civilization (E, G, H).
		4.10.C	explain the impact of the geographic features of the South Asian region on the development of civilizations (G).
		4.13.C	explain how geographic features of the East Asia region influenced settlement patterns; and (E,G)
		4.16.C	explain the impact of geographic features of the West Africa region on the development of societies-(G).
		4.18.C	explain the impact of geographic features of the Mesoamerican region on the development of cities (G).
		K.5.A	trace the journeys of early explorers, including Christopher Columbus, to the Americas using geographic tools with adult assistance (G, H);
		2.3.B	define migration and explain how some migrations are voluntary and some are forced. (H, G, G/C, E);

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6.3.B	explain ways in which human migration influences the character of places and regions;	2.3.C	define push-pull factors and identify examples of push-pull factors that have influenced the movement of people (C/G, E, G, H);
		2.5.A	define immigration and give examples of how immigrants have enriched the United States (C/G, E, G, H);
		2.5.B	identify push-pull factors that encouraged early settlers, including the Pilgrims, to emigrate to the 13 colonies (G, H);
		2.6.A	describe the Transatlantic Slave Trade, the Trail of Tears, and Three Gorges Dam as examples of forced migration (C/G, G, H);
		2.6.B	describe the Columbian Exchange and its impact on people and the diffusion of plant and animals in the Americas, Asia, and Europe (E, G, H);
		4.8.B	explain how the development of Roman roads, aqueducts, and planned cities supported unification and centralized authority in the Roman Empire (C/G, G, H); and
		5.8.B	explain why the Crusades led to the diffusion of Arabic knowledge and goods to Europe (H); and
		7.11.D	identify reasons for westward expansion including available land, demand for natural resources and desire for religious freedom that contributed to manifest destiny (E, H);
		7.11.F	analyze the effects of westward expansion on Indigenous peoples, enslaved peoples, Tejanos, Mexicans, and Texians (C/G, G, H).
6.3.C	identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and	K.4.C	identify and locate geographic features of mountains, rivers, and forests in Texas using geographic tools (G);
		1.5.A	locate Austin as the capital of Texas, and Washington D.C. as the capital of the United States (G);
		2.4.A	locate the major physical regions of Coastal Plains, Central Plains, Great Plains, and Mountains and Basins in Texas using geographic tools (G);
		2.5.D	locate the Statue of Liberty, Ellis Island, Angel Island, and Galveston Island using geographic tools and explain their importance as landmarks that represent immigration to the United States (G);
		2.6.C	locate the major regions of Africa (West Africa, East Africa, South Africa, and North Africa (G); and
		3.3.A	use a map to locate the continents, oceans, Oceania, and the Siberian Land Bridge (Beringia) (G);
		3.5.A	compare the location of river valley civilizations along the Nile River, the Tigris-Euphrates Rivers, the Indus River, and the Huang He River (G);
		3.14.B	use a map to locate the modern-day countries of Mexico and Guatemala, the continents of North America and South America, Gulf of Mexico, and Mesoamerican region (G); and
		4.3.B	use a modern map to locate the Southwest Asia region and identify the Tigris River, Euphrates River, Mediterranean Sea, and Persian Gulf (G); and
		4.5.B	use a map to locate the Mediterranean region and identify the peninsulas where Greece, Italy, and Spain are located and the ancient cities of Athens, Sparta, and Rome (G); and
		4.10.B	use a map to locate the South Asian region on a modern map and identify the Indian Ocean, Himalayan Mountains, and Ganges River (G); and
		4.13.B	use a map to locate the East Asia region and identify the Huang He River, Yangtze River, Gobi Desert, Taklamakan Desert, Himalaya Mountains, and Pacific Ocean (G);
		4.16.B	use a map to locate the West Africa region and identify the cities of Kumbi and Saleh, the Sahara Desert, Niger River and Sénégal River (G); and
		4.18.B	use a map to locate the Mesoamerican region and identify the Yucatán Peninsula, Chichén Itzá, and the Guatemalan Highlands (G); and
		4.20.B	use a map to locate the Southwest Asia region and identify the Arabian Peninsula and the cities of Mecca, Medina, Jerusalem, Damascus, and Baghdad (G); and

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		5.3.B	use a map to locate the Byzantine Empire after the fall of Rome, including the cities of Constantinople and Alexandria (G);
		5.4.B	use a map to locate the continent of Asia and identify the Silk Road trade routes and geographic features, including the Taklamakan Desert and Himalayan Mountains, and the cities of Chang'an, Kashgar, and Constantinople (G);
		5.4.C	use a map to locate East Africa, India, Southeast Asia, Indian Ocean, Arabian Sea, Bay of Bengal, and South China Sea (G);
		5.4.D	use a map to locate the continent of Africa and identify the Trans-Saharan region, the Kingdom of Mali, and the city of Timbuktu (G); and
		5.6.A	use a map to locate the continent of Europe and identify the Mediterranean Sea, Alps, Iberian Peninsula, and the cities of Rome, Constantinople, London, and Paris (G); and
		6.3.A	locate on map Central and South America, the Andes Mountains, the Yucatán Peninsula, Mexico, Peru, Chile, Pacific Ocean, Mexico City (Tenochtitlan), and Cuzco (G);
		6.4.A	use a map to locate transportation corridors and barriers, including the Mississippi River, Great Lakes, Hudson Bay, Ottawa River, St. Lawrence River, Ohio River, Tennessee River, Gulf of Mexico, Rocky Mountains, and Chihuahuan Desert (G);
		6.4.C	locate on a map the physical characteristics of the Americas and the regions of Texas, including the Gulf Coast Plains, Mountains and Basins, Great Plains, and Central Plains (G);
6.3.D	identify the location of major world countries for each of the world regions.	1.6.A	locate Greece, China, India, and Africa using geographic tools with adult assistance (G);
		3.7.B	use a map to locate the modern-day country of Egypt, Nile River, Nile Delta, Mediterranean Sea, Sahara Desert, and Red Sea (G); and
		3.9.B	use a map to locate the modern-day country of Sudan, Nile River, Red Sea, Nubian Desert, and ancient cities of Meroë and Kerma (G).
		3.10.B	use a map to locate the modern-day countries of India and Pakistan, Indian Ocean, Indus River, Himalayan Mountains, Arabian Sea, and ancient cities of Harappa and Mohenjo-Daro (G).
		3.12.B	use a map to locate the modern-day country of China, Huang He (Yellow) River, Gobi Desert, Yellow Sea, and East China Sea (G); and
		5.4.C	use a map to locate East Africa, India, Southeast Asia, Indian Ocean, Arabian Sea, Bay of Bengal, and South China Sea (G);
		5.10.A	use a map to locate Japan, China, Korea, the Pacific Ocean, Sea of Japan, and Mount Fuji (G);
		5.12.B	use a map to locate China, Mongolia, Beijing, and Nanjing (G); and
6.3.A	locate on map Central and South America, the Andes Mountains, the Yucatán Peninsula, Mexico, Peru, Chile, Pacific Ocean, Mexico City (Tenochtitlan), and Cuzco (G);		
6.4	Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:		
6.4.A	explain the geographic factors responsible for the location of economic activities in places and regions; and	2.4.B	describe the characteristics of the four major physical regions in Texas and explain why people wanted to settle in each region (G, H);
		3.5.C	describe how agriculture led to the rise of civilizations (E, G, H);
		3.7.C	explain the influence of geography on agriculture, trade, and the emergence of ancient Egyptian civilization (E, G, H).
		3.12.C	explain the importance of the Huang He River to agriculture, trade, and the emergence of Chinese civilization (E, G, H).
		4.3.C	explain the impact of water ways on the development of trade, travel, and the ancient cities of Babylon and Persepolis (E, G, H).
5.4.E	identify geographic features that impacted the Silk Road trade route, the Indian Ocean trade network, and the Trans-Saharan trade network (G)		

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		6.3.B	compare the impact of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations (G);
6.4.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.	2.4.D	identify and trace the routes through Texas of explorers Alvar Nunez Cabeza de Vaca, Francisco Coronado, and René Robert Cavelier, Sieur de La Salle using geographic tools (G);
		2.5.H	describe how the Louisiana Purchase, expedition of Lewis and Clark, and Manifest Destiny encouraged the westward expansion of the United States (E, G, H);
		4.5.C	compare the impact of peninsulas, mountains, and access to the sea on the development of city-states, including Athens, Sparta, and Rome (C/G, G, H).
		4.7.D	use a map to locate the empire of Alexander the Great and trace the diffusion of Greek culture throughout Southwest Asia (C/G, H).
		5.11.B	map the expansion of the Mongol Empire over time (G);
		5.11.C	explain how the Pax Mongolica facilitated trade and diffusion along the Silk Road (E, G).
6.5	Geography. 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:		
6.5.A	describe ways people have been impacted by physical processes such as earthquakes and climate;	3.5.B	describe how seasonal flooding and rich soil promoted agricultural societies in the Nile, Tigris-Euphrates, Indus, and Huang He river valleys (G, H);
		8.9.C	analyze how extended drought and farming practices led to the Dust Bowl (E, G, H);
6.5.B	identify and analyze ways people have adapted to the physical environment in various places and regions; and	2.4.F	explain Stephen F. Austin's role in bringing settlers to Texas and how they adapted to and modified the environment (E, H);
		4.19.C	describe how the Mayans adapted and modified their physical environment for agricultural purposes (G, H); and
6.5.C	identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.	2.4.C	describe how railroads, cattle trails, and waterways that connect the regions of Texas moved goods, ideas, and people from one region to another (G, E);
		3.11.A	describe grid planning, sewer systems, public wells, and drainage systems as innovations in the cities of Harappa and Mohenjo-Daro (G); and
		6.6.B	describe the impact of the Columbian Exchange of animals, plants, peoples, ideas, and technology (E, G, H); and
		8.3.A	explain the impact of the transcontinental railroad routes on Indigenous people, buffalo, the cattle industry, settlement in the west, and the transportation of goods and people in the United States and Texas (E, G, H);
		8.9.C	analyze how extended drought and farming practices led to the Dust Bowl (E, G, H);
		8.9.D	explain how the Dust Bowl led to westward migration (E, G, H);
6.6	Economics. The student understands the factors of production in a society's economy. The student is expected to:		
6.6.A	describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	K.4.G	compare jobs within the local community with jobs in other Texas communities (E);
6.6.B	identify problems that may arise when one or more of the factors of production is in relatively short supply; and	5.9.B	explain how the smaller population in Europe resulting from the bubonic plague contributed to the transition from feudalism to a commercial economy (C/G, E, H); and
6.6.C	explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	4.17.D	use a map to locate the Kingdom of Ghana and the gold and salt trade routes (E, G, H); and
		5.5.A	explain how supply and demand led to interregional trade (E);
		5.5.B	compare goods traded across the Silk Road, Indian Ocean, and Trans-Saharan trade networks (E); and
		5.6.B	explain the role trade routes played in the spread of the bubonic plague (E, G).
		5.12.C	describe the purpose for the explorations by Zheng He and the reason they ended (H).
		6.5.D	identify the religious, economic, and political motivations for European transatlantic exploration in the 15th and 16th centuries (C/G, E, G, H).
		6.6.B	describe the impact of the Columbian Exchange of animals, plants, peoples, ideas, and technology (E, G, H); and
		6.9.C	compare how geography impacted the economic development of the New England, Mid-Atlantic, and Southern colonies (E, G);

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		6.9.E	define mercantilism and explain its role in the economic relationship between England and the 13 colonies (C/G, E,H);
6.7	Economics. The student understands the various ways in which people organize economic systems. The student is expected to:		
6.7.A	compare ways in which various societies organize the production and distribution of goods and services;	4.17.E	describe the role of women in the gold and salt trades (E, H).
		6.3.C	compare the labor contributions of men and women in the Aztec and Incan economies (E, H);
		6.5.A	describe how the Ottoman Empire's control of land trade routes to Asia led Europeans to seek sea routes to Asia (E, G, H);
		7.5.B	describe the role of supply and demand, private enterprise, and competition in the emerging American free enterprise economy (E, H);
		7.10.E	describe the development of the free enterprise system in Texas (E, H).
6.7.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	7.12.B	describe the impact of the U.S. free enterprise system during the Industrial Revolution on Texas, the South, and the North, including subsistence farmers, plantation owners, factory owners, and free and enslaved workers (E, H);
6.7.C	understand the importance of ethics in maintaining a functional free enterprise system.	8.12.A	compare the political and economic ideologies of the U.S. and the Soviet Union and explain how the differences led to the Cold War (C/G, E, H);
6.8	Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:		
6.8.A	define and give examples of agricultural, retail, manufacturing (goods), and service industries; and	K.4.F	identify oil, farming, and cattle as major resources and industries in Texas (E, G);
		K.4.G	compare jobs within the local community with jobs in other Texas communities (E);
6.8.B	describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.	3.4.C	identify the historical significance of a barter economy, food surpluses, and the emergence of permanent settlements as results of the Neolithic Agricultural Revolution (E, H).
6.9	Government. The student understands the concepts of limited and unlimited governments. The student is expected to:		
6.9.A	describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	8.12.A	compare the political and economic ideologies of the U.S. and the Soviet Union and explain how the differences led to the Cold War (C/G, E, H);
		6.12.C	identify John Locke's concepts of natural rights and social contract as expressed in Thomas Paine's pamphlet "Common Sense" and the Declaration of Independence (C/G, H);
		6.12.D	summarize the colonial grievances expressed by Thomas Jefferson in the Declaration of Independence (C/G, H);
		7.3.E	compare the arguments between Federalists and Anti-Federalists over the principles of limited government, popular sovereignty, republicanism, checks and balances, separation of powers, federalism, and individual rights (C/G, H);
6.9.C	identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.	3.8.A	describe how social hierarchy within ancient Egypt impacted daily life, including the role of pharaohs, artisans, farmers, and enslaved peoples (C/G, E, H);
		8.11.I	describe the Holocaust and the genocide of various groups in Europe in the 1930s and 1940s (H);
6.10	Government. The student understands various ways in which people organize governments. The student is expected to:		
6.10.A	identify and give examples of governments with rule by one, few, or many;	K.3.I	identify examples of authority figures within a family, school, community, state, and nation (C/G);
		K.3.G	communicate an understanding that a constitution is a set of rules that create a government (C/G, H);
		K.6.A	identify kings/queens and presidents as different types of leaders (C/G, H);
		3.8.B	identify the characteristics of theocracy and how theocracy supported the belief that pharaohs were both gods and monarchs (C/G, H);
		4.4.B	describe the central ideas of Judaism, including monotheism, and the Ten Commandments as a moral and legal code (C/G, H); and
		4.6.A	define and compare the political concepts of oligarchy, direct democracy, and republic (C/G, H);
		4.9.B	describe how Christianity challenged the belief in divine rule (H); and
		4.14.A	explain the cycle of dynasties in China and the Mandate of Heaven (C/G, H);
5.10.B	describe the rise of a military society in feudal Japan, including the role of the shogun and the samurai (C/G, H); and		

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6.10.B	compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	5.7.A	explain why the Catholic Church assumed economic, political, and social power after the fall of Rome (C/G, E, G, H);
		5.9.B	explain how the smaller population in Europe resulting from the bubonic plague contributed to the transition from feudalism to a commercial economy (C/G, E, H); and
		5.10.C	compare the feudal system in Japan with the feudal system in Western Europe (C/G, H).
		8.12.A	compare the political and economic ideologies of the U.S. and the Soviet Union and explain how the differences led to the Cold War (C/G, E, H);
6.10.C	identify historical origins of democratic forms of government such as Ancient Greece.	4.6.A	define and compare the political concepts of oligarchy, direct democracy, and republic (C/G, H);
		4.6.B	identify trial by jury as a characteristic of direct democracy in Athens (C/G, H);
		4.6.C	identify characteristics of the Roman Republic that have influenced the United States, including representative government, veto, separation of powers, jurists, and due process (C/G, H); and
		5.3.D	describe how the Code of Justinian preserved Roman law and influenced legal traditions (C/G).
6.11	Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:		
6.11.A	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and	K.3.D	define a citizen as a member of a community, state, or nation, and identify the characteristics of a good citizen (C/G);
		K.3.E	identify the rights, responsibilities, and freedoms of an individual (C/G);
6.11.B	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.	8.13.I	explain how participation in the government by contacting elected and appointed leaders in state and local governments can lead to societal change (C/G).
6.12	Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:		
6.12.A	identify and explain the duty of civic participation in societies with representative governments; and	K.3.D	define a citizen as a member of a community, state, or nation, and identify the characteristics of a good citizen (C/G);
6.12.B	explain relationships among rights, responsibilities, and duties in societies with representative governments.	1.4.H	explain, with adult assistance, the duty of the individual in state and local elections such as being informed and voting (C/G).
6.13	Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:		
6.13.A	identify and describe common traits that define cultures and culture regions;	1.3.A	identify food, clothing, shelter, and traditions as traits of culture that vary across communities (H);
		1.3.E	give examples of how a person's culture is reflected in the community, state, nation, and world (C/G, E, G, H);
		1.3.F	explain and give examples of how landscape, climate, and natural resources influence culture traits (G, H);
6.13.B	define a multicultural society;	1.3.A	identify food, clothing, shelter, and traditions as traits of culture that vary across communities (H);
		1.3.F	explain and give examples of how landscape, climate, and natural resources influence culture traits (G, H);
		1.4.E	identify the contributions of art, music, and architecture that represent different cultures in Texas (H);
		1.5.D	identify examples that illustrate that U.S. culture is a diverse mix of customs and traditions from people who immigrated to the United States from around the world (G, H);
6.13.C	analyze the experiences and contributions of diverse groups to multicultural societies; and	1.3.E	give examples of how a person's culture is reflected in the community, state, nation, and world (C/G, E, G, H);
		1.4.E	identify the contributions of art, music, and architecture that represent different cultures in Texas (H);
		1.5.D	identify examples that illustrate that U.S. culture is a diverse mix of customs and traditions from people who immigrated to the United States from around the world (G, H);
		4.8.C	describe daily life in the Roman Empire from different perspectives, including the roles of men and women (H)
		4.15.B	describe daily life in the Han Dynasty from the perspective of farmers, merchants, and nobles (H).
		1.3.C	communicate an understanding of why it is important to have respect for and collaborate with people of various cultures (H);
		2.6.B	describe the Columbian Exchange and its impact on people and the diffusion of plant and animals in the Americas, Asia, and Europe (E, G, H);

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6.13.D	identify and explain examples of conflict and cooperation between and among cultures.	4.12.E	describe how Ashoka promoted religious toleration within India and influenced the diffusion of Buddhism to Southeast Asia (C/G, H).
		5.9.B	explain how the smaller population in Europe resulting from the bubonic plague contributed to the transition from feudalism to a commercial economy (C/G, E, H); and
		5.14.C	analyze how the Protestant Reformation contributed to division and conflict in Europe and gave rise to multiple Christian branches (G, H).
		6.6.C	compare the English, French, and Spanish relationships with Indigenous nations and analyze how the relationships led to conflict, cooperation, and the spread of disease (E, G, H).
6.14	Culture. 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:		
6.14.A	identify institutions basic to all societies, including government, economic, educational, and religious institutions;	3.5.E	identify the characteristics of civilization including cities, government, belief systems, social hierarchy, record keeping, and specialization of labor (C/G, E, H).
6.14.B	compare characteristics of institutions in various contemporary societies; and		
6.14.C	analyze the efforts and activities institutions use to sustain themselves over time.	3.13.A	describe how the concept of the Mandate of Heaven emerged as a solution to the difficulty of governing a large region (H);
		4.4.C	explain how the development of the Royal Road and postal system and the appointment of local rulers (satraps) supported unification and central authority in the Persian Empire (C/G, G, H).
		5.14.C	analyze how the Protestant Reformation contributed to division and conflict in Europe and gave rise to multiple Christian branches (G, H).
6.15	Culture. The student understands relationships that exist among world cultures. The student is expected to:		
6.15.A	identify and describe means of cultural diffusion such as trade, travel, and war;	2.6.B	describe the Columbian Exchange and its impact on people and the diffusion of plant and animals in the Americas, Asia, and Europe (E, G, H);
		4.3.C	explain the impact of water ways on the development of trade, travel, and the ancient cities of Babylon and Persepolis (E, G, H).
		4.7.D	use a map to locate the empire of Alexander the Great and trace the diffusion of Greek culture throughout Southwest Asia (C/G, H).
		4.9.C	explain how Roman roads and the use of a common language facilitated the diffusion of Christianity (G, H).
		5.5.C	explain how trade influenced the diffusion of Buddhism, Hinduism, Islam, and Christianity (E, G).
		5.6.B	explain the role trade routes played in the spread of the bubonic plague (E, G).
		5.8.B	explain why the Crusades led to the diffusion of Arabic knowledge and goods to Europe (H); and
		5.11.C	explain how the Pax Mongolica facilitated trade and diffusion along the Silk Road (E, G).
6.15.B	identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;	6.3.D	compare methods used by the Aztec and Incan civilizations to expand territorial control (C/G, H); and
		2.5.L	describe why the rise of industrialization leads to migration of people from rural to urban areas (E, G, H).
		4.8.B	explain how the development of Roman roads, aqueducts, and planned cities supported unification and centralized authority in the Roman Empire (C/G, G, H); and
		4.20.C	explain the impact of geographic features on the development of culture in the Southwest Asian region (C/G, G, H).
		7.12.A	explain how British industrialization influenced the emergence of the American factory system (E, H);
6.15.C	analyze the impact of improved communication technology among cultures; and	8.3.A	explain the impact of the transcontinental railroad routes on Indigenous people, buffalo, the cattle industry, settlement in the west, and the transportation of goods and people in the United States and Texas (E, G, H);
		4.15.A	describe the historical significance of the Han Dynasty innovations of the magnetic compass, paper making, porcelain, silk, woodblock printing, and coins (E, H); and
6.15.D	identify food, clothing, shelter, and traditions as traits of culture that vary across communities (H);	1.3.A	identify food, clothing, shelter, and traditions as traits of culture that vary across communities (H);
		1.3.C	communicate an understanding of why it is important to have respect for and collaborate with people of various cultures (H);
		1.3.E	give examples of how a person's culture is reflected in the community, state, nation, and world (C/G, E, G, H);

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6.15.D	Identify the impact of cultural diffusion on individuals and world societies.	1.3.F	explain and give examples of how landscape, climate, and natural resources influence culture traits (G, H);
		4.12.D	map the diffusion of Buddhism from India beginning in the 4th century BCE to China, Korea, and Japan (G, H); and
		4.21.B	map the diffusion of Islam across Africa, Asia, and Europe from 632-900 (G, H).
		5.5.C	explain how trade influenced the diffusion of Buddhism, Hinduism, Islam, and Christianity (E, G).
6.16	Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to		
6.16.A	explain the relationships that exist between societies and their architecture, art, music, and literature;	1.4.E	identify the contributions of art, music, and architecture that represent different cultures in Texas (H);
		3.4.A	use primary and secondary sources to examine burial sites, cave paintings, stone tools and monuments, and animal carvings and draw conclusions about the hunter-gatherer way of life and beliefs (H);
		3.15.B	use evidence from primary and secondary sources to develop a claim about how Olmec artwork reflected their way of life and beliefs (H); and
		4.7.B	explain the cultural significance of classical Greek oral traditions, mythology, literature, plays, sculpture, and architecture (G, H);
		4.11.B	explain the cultural significance of literature, plays, sculpture, and architecture in South Asia (H).
		4.19.B	explain the cultural significance of word pictures, symbols, and written stories in the Mayan civilization (H);
		4.22.C	explain the historical significance of Arabian art and literature (H); and
6.16.B	describe ways in which contemporary issues influence creative expressions; and	5.13.C	explain how renewed interest in classical Greece and Rome and wealth from trade contributed to new artistic expression during the Renaissance (H);
6.16.C	identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.	3.11.B	analyze how writing seals and pottery found in the Indus River Valley reflect that civilization's way of life and beliefs (E, H).
		5.13.E	identify how Leonardo da Vinci and Michelangelo contributed to the new artistic expressions during the Renaissance (H);
		5.13.F	identify how Dante Alighieri and William Shakespeare contributed to Renaissance literature (H); and
6.17	Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:		
6.17.A	explain the relationship among religious ideas, philosophical ideas, and cultures; and	3.6.C	identify the characteristics of polytheism, how polytheism helped answer questions about Mesopotamian life, and the importance of the ziggurat (H);
		4.4.B	describe the central ideas of Judaism, including monotheism, and the Ten Commandments as a moral and legal code (C/G, H); and
		4.9.A	describe the central ideas of Christianity, including the role of Jesus and the concepts of incarnation, repentance, and caring for the sick and poor (H);
		4.9.B	describe how Christianity challenged the belief in divine rule (H); and
		4.12.A	describe the central ideas of Hinduism, including reincarnation, dharma, and karma (H);
		4.12.C	describe the central ideas of Buddhism, including the concepts of nirvana, meditation, and leading a moral life, and the role of Siddhartha Gautama (H);
		4.14.B	describe the five relationships, civic duty, and personal responsibility as central ideas of Confucianism (C/G, H).
		4.21.A	describe the central ideas of Islam, including the Five Pillars of Islam, and the role of Muhammad (H); and
5.14.B	describe how challenges to the Catholic Church by Martin Luther and John Calvin gave rise to the Protestant Reformation (H); and		
6.17.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.	1.3.H	communicate an understanding that different cultures have different traditions and holidays (H);
6.18	Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:		
6.18.A	identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;	1.5.E	describe how the innovative work of Katherine Johnson, Sandra Day O'Connor, Benjamin Franklin, Benjamin Banneker, George Washington Carver, and Thomas Edison contributed to U.S. culture (E, G, H);
		2.5.K	identify and describe how innovations of the Industrial Revolution enabled faster transportation of goods and people (E, H); and
		2.6.D	describe the Bantu migration and its impacts on the increase in agriculture and technology (G, H).

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		3.6.D	describe cuneiform writing and how it was used for accounting, record keeping, and storytelling (E, H);
		4.7.A	describe classical Greek accomplishments in math and science of simple machines, identification of the Earth's shape, geometry, and the building of the Parthenon (H);
		5.13.G	explain the impact of Johannes Gutenberg's invention of the printing press on shaping modern Europe (H).
6.18.B	explain how resources, economic factors, and political decisions affect the use of technology; and	3.8.D	describe the purpose of papyrus, hieroglyphic writing, and the impact of the Rosetta Stone (C/G, E, H); and
		4.15.A	describe the historical significance of the Han Dynasty innovations of the magnetic compass, paper making, porcelain, silk, woodblock printing, and coins (E, H); and
6.18.C	make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.		