

TEXAS History-Social Science Content Standards

In the Footsteps of History's Greatest Explorers

6th Grade Social Studies: TEKS

HISTORY

1. The student understands that historical events influence contemporary events.

A. Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

- Science and technology in early China (6-D.5)
- The ancient Silk Road: geography and transportation (6-G.1)
- The ancient Silk Road: goods and ideas (6-G.2)
- The medieval Silk Road (6-G.3)
- Origins of Judaism (6-H.1)
- Origins of Islam (6-H.3)
- Origins of Buddhism (6-H.5)

2. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

B. Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

- Science and technology in early China (6-D.5)
- Origins of Islam (6-H.3)
- Origins of Buddhism (6-H.5)

GEOGRAPHY

4. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

B. Identify and explain the geographic factors responsible for patterns of population in places and regions;

- Ancient China (6-D.1)
- The Mongol Empire (6-M.1)
- Renaissance origins (6-O.1)
- Region profile: Europe (6-U.1)
- Region profile: the Middle East (6-Y.1)
- Region profile: East Asia (6-Z.1)

ECONOMICS

8. The student understands the factors of production in a society's economy.

A. Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;

- What is a market? (6-GG.5)

B. Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and

- Understand quantity supplied and quantity demanded (6-II.1)

C. Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

- Trade and specialization (6-GG.4)

CULTURE

17. The student understands relationships that exist among world cultures.

A. Identify and describe how culture traits such as trade, travel, and war spread;

- The ancient Silk Road: geography and transportation (6-G.1)
- The ancient Silk Road: goods and ideas (6-G.2)
- The medieval Silk Road (6-G.3)
- Renaissance origins (6-O.1)

B. Identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;

C. Evaluate the impact of improved communication technology among cultures;

D. Identify and define the impact of cultural diffusion on individuals and world societies; and

E. Identify examples of positive and negative effects of cultural diffusion.

18. The student understands the relationship that exists between the arts and the societies in which they are produced.

A. explain the relationships that exist between societies and their architecture, art, music, and literature;

- Ancient China (6-D.1)
- Early Chinese thought (6-D.2)
- The Qin Empire (6-D.3)
- The Han Dynasty (6-D.4)
- Italian Renaissance: achievements in literature and art (6-O.2)

B. Relate ways in which contemporary expressions of culture have been influenced by the past;

C. Describe ways in which contemporary issues influence creative expressions; and

D. Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

E. Identify examples of positive and negative effects of cultural diffusion.

18. The student understands the relationship that exists between the arts and the societies in which they are produced.

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;

SCIENCE, TECHNOLOGY, AND SOCIETY

20. The student understands the influences of science and technology on contemporary societies.

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;

- Science and technology in early China (6-D.5)
- Renaissance origins (6-O.1)
- The Age of Exploration: origins (6-Q.1)

B. Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and

- Science and technology in early China (6-D.5)

C. Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.

SOCIAL STUDIES SKILLS

21. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

A. Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;

- Identify primary and secondary sources (6-JJ.1)

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;

22. The student communicates in written, oral, and visual forms.

- 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;
- E. Use standard grammar, spelling, sentence structure, and punctuation; and
- F. Use proper citations to avoid plagiarism.

23. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

A. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

CHAPTER 113

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR SOCIAL STUDIES (TEKS)

SUBCHAPTER C

HIGH SCHOOL

RULE §113.42

World History Studies (One Credit), Adopted 2018

(1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are

identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

(2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.

(c) Knowledge and Skills.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and

Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;

(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

(D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;

(I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and

(J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.

(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

(B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;

(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;

(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;

(E) analyze information by sequencing,

categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and

(F) construct a thesis on a social studies issue or event supported by evidence.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use effective written communication skills, including proper citations and avoiding plagiarism; and

(C) interpret and create written, oral, and visual presentations of social studies information.

(31) Social studies skills. 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