

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	6th	Weeks:	1-2
Unit Name/Title			
History, geography, citizenship			
Overview			
Laying the foundation for an understanding of world cultures.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as including invasion, conquests, colonization, immigration, and trade.	Colonization/Trade <u>North America</u> <ul style="list-style-type: none"> • Settling of the original 13 colonies – economic impact, religious freedom, freedom from persecution, relocation diffusion 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(A) locate major historical and contemporary societies on maps and globes;	<u>North America:</u> American colonies	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as including population, disease, and economic activities;	<ul style="list-style-type: none"> • Create <u>population</u> maps of North America • Create maps, databases, and charts showing prosperity in North America 	
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	(A) explain factors such as including location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and	<u>LOCATION</u> is important because of its impact on global communication and the political climate it creates Location of capital cities are due to infrastructure and safety of political climate <u>North America:</u> United Nations <u>TRANSPORTATION CORRIDORS AND BARRIERS</u> are the routes by which people and freight move from one place to another. Modes of transportation include major	

Wylie ISD Curriculum

		<p>conveyances such as automobiles, railroads, airplanes, and ships, haul the majority of people or freight.</p> <p><u>North America</u>: NAFTA – a natural transportation route of goods between Canada and Mexico</p>		
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society	<u>North America</u> – Evenly distributed natural resources have led to sound domestic and foreign policies		
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.	<p><u>Natural Resources</u></p> <p>North America – Large population and economic activities are due to the large supply of water for drinking, industry, and electricity</p> <p><u>Climate</u></p> <p>North America – In the Sun Belt area of the United States, the population is growing due to more moderate temperatures</p>		
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(C) explain ways in which human migration influences the character of places and regions; and	<u>North America</u> Hispanic migration of Southwest United States		
(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;	Region-Country	Roles of Citizens	Responsibilities of Citizens
		North America - United States	Serve in Military, Volunteer, Government Official	Pay taxes, vote, serve on a jury, obey laws

Wylie ISD Curriculum

<p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p>	<p>(A) identify and explain the importance of voluntary civic participation in democratic societies; and</p>	<ul style="list-style-type: none"> • Civic participation is being concerned with and involved in the public affairs of a community, state, nation and world. • Civic participation includes volunteering and charity work.
<p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p>	<p>(B) explain relationships among rights and responsibilities in democratic societies.</p>	<ul style="list-style-type: none"> • Citizens in a democratic society have a <u>responsibility</u> to all other citizens to ensure that the enjoyment of their individual rights does not impede the development of the common good of society.

Wylie ISD Curriculum

Subject Area	Social Studies		Bundle #:	2
Grade/Level	6th		Weeks:	3-4
Unit Name/Title				
Culture, economy, systems, technology-North America				
Overview				
North America has a diverse culture as a result of the contributions of historical and contemporary figures and events.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(B) describe the influence of individual and group achievement on selected historical or contemporary societies.	<u>N. America</u> <ul style="list-style-type: none"> Diversity of culture - religion, food, traditions, borrowing, and traits. 		
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(A) define the concepts of culture and culture region;	<ul style="list-style-type: none"> <u>Culture</u> – the way of life of a group of people who share similar beliefs and customs. <u>Culture region</u> – a way of dividing the world into areas where a form of government, a religion, an economic system, a language, or certain traditions predominate. 		
(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:	(A) explain the relationships that exist between societies and their architecture, art, music, and literature;	<u>North America:</u> United States- Blues developed by African Americans in the rural South describing their experience This medium was their way to explain their experiences with different institutions in society, who and what were important to them, their value system, and what physical and human factors affected them.		
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(A) explain the significance of individuals or groups from selected societies, past and present;	<u>North America</u> <ul style="list-style-type: none"> George Washington – General of the Continental Army and first president of the U.S. Thomas Jefferson- wrote the Declaration of Independence and third president of the U.S. Sandra Day O’Connor – First female U.S. Supreme Court Justice 		

Wylie ISD Curriculum

		<ul style="list-style-type: none"> • Thurgood Marshall – First African American U.S. Supreme Court Justice and Civil Rights decisions • Cesar Chavez – Civil Rights for migrant workers • Rosa Parks – Civil Rights for African Americans
(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(A) compare ways in which various societies organize the production and distribution of goods and services;	<p><u>North America</u></p> <p>U.S economic and political relations with Mexico and Canada based on NAFTA</p>
(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and	<p>A <i>traditional economy</i> is a system in which the allocation of resources and other economic activities are affected by ritual, custom, or habit.</p> <p>In a <i>market economy</i>, individuals depend on supply, demand, and prices to determine the answers to the four economic questions of "what to produce," "how to produce," "how much to produce," and "for whom to produce." A market economy is comparable to a free enterprise economy or system. The system has four characteristics: economic freedom, voluntary exchange, private property, and the profit motive.</p> <p>A <i>command economy</i> is a system organized around a central authority which makes most of the major economic decisions. The economy of the former Soviet Union was a command economy.</p> <p><u>Subsistence agriculture</u> – when the family produces only what they need</p> <p><u>Market-oriented agriculture</u> – when the production of crops are determined by the demand of consumers</p> <p><u>Cottage industries</u> – Goods produced on a small scale or in a home</p> <p><u>Commercial Industries</u> – Goods produced on a large scale like a factory system based on demand of consumers</p>

Wylie ISD Curriculum

<p>(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p>	<p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p>	Region	Technology	Role of Scientists and Inventors	Shaped the World
		North America	Telephone	Alexander Graham Bell – improve the telegraph	It revolutionized the way people communicated because it allowed people to hear the voices of friends and family living miles away.

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	3
Grade/Level	6th	Weeks:	5-6
Unit Name/Title			
Conflict, invasion, colonization-Latin America			
Overview			
Contemporary Latin America has been shaped, politically and culturally, by ancient civilizations and historical challenges such as war and invasion.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions:	Past conflicts as defined by historical challenges that impact the current economic, social, and/or political life in a contemporary society. <u>Latin America</u> <ul style="list-style-type: none"> • Mexican independence from Spain, Mexican culture combination of Native American and Spanish pasts – with new elements – holidays and art show influence of history 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(A) locate major historical and contemporary societies on maps and globes;	<u>Latin America</u> - Ancient civilizations such as Aztec, Inca, and Mayans	
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as including invasion, conquests, colonization, immigration, and trade.	Colonization/Trade <u>Latin America</u> <ul style="list-style-type: none"> • Spanish-American war – U.S. wanted to protect sugar cane plantations and help Cuba and Puerto Rico gain independence (trade, colonization) Invasion/Conquests/Colonization/Immigration <u>Latin America</u> - Note: The term "Latin America" includes countries that have roots back to Spain as conqueror; therefore Spanish became the major language, except in Brazil, where Portuguese is the major language because they were colonized by Portugal	

Wylie ISD Curriculum

		<ul style="list-style-type: none"> • Spanish - conquering Latin America • Mexico - independence from Spain (invasion, conquest, colonization)
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p>	<p>(A) explain the significance of individuals or groups from selected societies, past and present;</p>	<p><u>Latin America</u></p> <ul style="list-style-type: none"> • Spanish – Colonization and traditions • Father Hidalgo – Mexican independence from Spain • Catholic Church – Colonization and traditions • Enslaved African – Trade and culture • Aztecs, Incas, and Mayans – Early culture
<p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p>	<p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as including population, disease, and economic activities;</p>	<ul style="list-style-type: none"> • Create <u>population</u> maps of Latin America • Create maps and databases showing <u>poverty</u> in Latin America.
<p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p>	<p>(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society</p>	<p><u>Latin America</u> – Because Cuba is a small island, Castro has been able to maintain communist control</p>

Wylie ISD Curriculum

Subject Area	Social Studies		Bundle #:	4
Grade/Level	6th		Weeks:	7-8
Unit Name/Title				
Natural resources and disasters, government, conflict-Latin America				
Overview				
Geographic factors in Latin America are responsible for natural disasters, poverty, political conflict, and availability of natural resources.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.	<ul style="list-style-type: none"> • Compare and contrast world regions based on climate, culture, and location factors (e.g. latitude, longitude, and equator) or environmental factors. <ul style="list-style-type: none"> ○ Compare poverty vs. prosperity by comparing North America with other regions like Africa or Latin America. ○ Compare locations of places according to their latitude and longitude • Use maps of cultures to make generalizations about settlement patterns. 		
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	<p>Natural Resources – Cities are built where there is water for drinking and trade</p> <p>Natural disasters – Population is low where there are natural disasters like tornadoes, earthquakes, floods</p> <p>Climatic phenomena – Populations are low where temperatures are low and higher where the temperatures are more moderate</p> <p>Political Conflict – Population decreases when there is political conflict like war and weak governments</p> <p>Weak Infrastructures – Prosperity of the population is low when there is a weak infrastructure</p>		
(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student	(A) describe and explain how physical processes such as including erosion, ocean circulation, and earthquakes	<i>OCEAN CIRCULATION</i> – <u>North America</u> – Hurricanes in the Atlantic Ocean		

For use by faculty and staff of Wylie Independent School District, Wylie, TX

Wylie ISD Curriculum

<p>is expected to:</p>	<p>have resulted in physical patterns on Earth's surface;</p>	<p><i>EARTHQUAKES-violent movement of the earth due to the movement of the tectonic plates-- <u>Latin America</u> – Devastation in Mexico and the Andes Mountain systems</i></p>
<p>(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p>	<p>(C) analyze the effects of physical processes and the physical environment on humans.</p>	<p><u>Latin America</u></p> <ul style="list-style-type: none"> • People living in the Andes Mountains have adapted to the high altitude by having a larger lung capacity, sturdier build and strengthened legs for climbing. • People farm on Chinampas because there are no fertile areas <p><u>North America</u></p> <ul style="list-style-type: none"> • Oil spills and the effect on environment and trade • Hurricanes destroy homes and effect trade
<p>(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p>	<p>(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as including fossil fuels, fertile soils, and timber; and</p>	<p>A <u>renewable resource</u> is a resource that can be regenerated.</p> <p><u>Timber</u> is regenerated by planting seeds of trees and waiting approximately 5-20 years to harvest.</p> <p><u>Soil</u> can be regenerated by the composting the remains of different foods and natural resources.</p> <p>A <u>non-renewable resource</u> is a finite resource that cannot be replaced once it is used.</p> <p><u>Fossils fuels</u> are coal, petroleum, and natural gas and they are made from the remains of prehistoric animals that have been compressed by sedimentary rock over millions of years.</p>
<p>(11) Government. The student understands the concepts of limited governments, such as including constitutional and democratic governments, and unlimited</p>	<p>(C) identify reasons for limiting the power of government; and</p>	<ul style="list-style-type: none"> • So the government and citizens will not abuse the power given to them • Protect human rights and economic freedoms

Wylie ISD Curriculum

<p>governments, such as including totalitarian and non-democratic governments. The student is expected to:</p>			
<p>(11) Government. The student understands the concepts of limited governments, such as including constitutional and democratic governments, and unlimited governments, such as including totalitarian and non-democratic governments. The student is expected to:</p>	<p>(A) describe characteristics of limited and unlimited governments</p>	<p>Government</p>	<p>Characteristics</p>
		<p>Limited Governments</p>	<p>Everyone, including all authority figures, must obey laws</p> <ul style="list-style-type: none"> • Constitutional and democratic government care about individual freedoms, equal opportunities and fair treatment of all people, as well as private ownership.
		<p>Unlimited Government</p>	<p>Control is placed solely with the ruler and his/her appointees</p> <ul style="list-style-type: none"> • Totalitarian and non-democratic governments – Castro under Cuba. These governments control education, art, literature, communication and immigration.

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	5	
Grade/Level	6th	Weeks:	9-10	
Unit Name/Title				
Climate, population, regions, physical features-Latin America				
Overview				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
<p>(11) Government. The student understands the concepts of limited governments, such as including constitutional and democratic governments, and unlimited governments, such as including totalitarian and non-democratic governments. The student is expected to:</p>	<p>(B) identify examples of limited and unlimited governments;</p>	Region/Government	Type of Governments	Characteristics
		Latin America-Cuba	Unlimited Government	Fidel Castro has complete control over the country of Cuba. This is a totalitarian government because Castro has complete control.
		North America-United States	Limited Government	The power of the U.S. government is in the hands of its citizens (popular sovereignty) and all citizens are required to follow the laws of the U.S. Constitution.
<p>(13) Citizenship. The student understands that the nature of citizenship</p>	<p>(B) explain how opportunities for citizens to participate in and influence</p>	Developed Countries – Democratic Countries	Non-developed Countries – Totalitarian or Non-	

For use by faculty and staff of Wylie Independent School District, Wylie, TX

Wylie ISD Curriculum

<p>varies among societies. The student is expected to:</p>	<p>the political process vary among selected contemporary societies; and</p>	<ul style="list-style-type: none"> • Vote in elections • Organizations to develop economic activities or protect environment • Lobbyist, volunteering • Government Official 	<p>democratic countries</p> <ul style="list-style-type: none"> • Vote for only political party • Government official if you support the government in power • There are no organizations that go against the government to be a part of
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p>	<p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	<p><u>Latin America</u></p> <ul style="list-style-type: none"> • Dictatorships in Latin America • Democracies of Central America and West Indies • Portugal’s influence on Latin America • British influence on Latin America 	
<p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p>	<p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p>	<p>Pose and answer questions about the geographic distribution of</p> <ul style="list-style-type: none"> • Changes in climate in different regions • Population density in North America, Latin America • Physical differences of regions • Distribution of resources in different regions 	
<p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p>	<p>(A) explain factors such as including location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and</p>	<p><u>TRANSPORTATION CORRIDORS AND BARRIERS</u> are the routes by which people and freight move from one place to another. Modes of transportation include major conveyances such as automobiles, railroads, airplanes, and ships, haul the majority of people or freight.</p> <p><u>Latin America:</u> Panama Canal – transports trade between the Atlantic and Pacific Ocean and important during war</p>	

Wylie ISD Curriculum

		time and other political conflicts
(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(C) explain the impact of scarcity on international trade and economic interdependence among societies.	<p><i>Interdependence</i> - the economic, political, and social dependence of cultural regions upon one another.</p> <p><i>Scarcity</i> is the condition of not being able to have all of the goods and services one wants. Resources do not exist in sufficient quantities to satisfy all desires to use them.</p> <p><u>Latin America</u> has many crops like bananas and coffee that others depend on. If scarcity occurs because of crop failure then the price of these products will be driven up.</p>

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	6
Grade/Level	6th	Weeks:	11-12
Unit Name/Title			
Cultural exchange			
Overview			
Human migration in Latin America influenced the exchange of cultural traits.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(B) describe some traits that define cultures;	Traits that define Culture – Language, religion, dress, food, celebrations, types of shelters, rules and social mores, art, music, folklore, family structures, educational systems, customs, beliefs, occupations, and tools	
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(B) describe the influence of individual and group achievement on selected historical or contemporary societies.	<u>Latin America</u> <ul style="list-style-type: none"> • Spanish influence on culture – food, traditions, art, borrowing, and traits. 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(C) explain ways in which human migration influences the character of places and regions; and	<u>Latin America</u> Spanish impact on culture Catholic impact on religion and culture	
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(C) analyze how culture traits spread;	<u>Latin American:</u> Columbian Exchange – The spread of food and art to and from the Old World and New World <u>North America:</u> The U.S. “melting pot,” the Canadian “salad bowl”	
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(B) explain the impact of political boundaries that cut across culture regions;	<u>Latin America</u> – The Amazon Rainforest	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	7
Grade/Level	6th	Weeks:	13-14
Unit Name/Title			
Economic development, foreign policy-Africa			
Overview			
Desert climate and a lack of sufficient natural resources in Africa have lead to civil war and limited economic development.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(A) locate major historical and contemporary societies on maps and globes;	<u>Africa:</u> Mesopotamia, Ancient Egypt, Africa before and after World War I and II	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and	Pose and answer questions about the geographic distribution of <ul style="list-style-type: none"> • Diseases in Africa, • Changes in climate in different regions • Physical differences of regions • Distribution of resources in different regions 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	<u>Africa:</u> Natural Resources – Cities are built where there is water for drinking and trade Natural disasters – Population is low where there are natural disasters like tornadoes, earthquakes, floods Climatic phenomena – Populations are low where temperatures are low and higher where the temperatures are more moderate Political Conflict – Population decreases when there is political conflict like war and weak governments Weak Infrastructures – Prosperity of the population is low when there is a weak infrastructure	

Wylie ISD Curriculum

<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p>	<p>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;</p>	<p><u>Africa</u> Style of clothes and types of homes are adapted to the climate of the Sahara Desert</p>
<p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p>	<p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models</p>	<ul style="list-style-type: none"> • Compare and contrast world regions based on climate, culture, and location factors (e.g. latitude, longitude, and equator) or environmental factors. <ul style="list-style-type: none"> ○ Compare poverty vs. prosperity by comparing North America with other regions like Africa or Latin America. ○ Compare locations of places according to their latitude and longitude • Use maps of cultures to make generalizations about settlement patterns.
<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p>	<p>(B) identify and analyze ways people have modified the physical environment; and</p>	<ul style="list-style-type: none"> • Domestication of new plants and animals through cultural exchange • Building dams to control flooding or change patterns of water flow • Use of irrigation to promote farming
<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p>	<p>(C) describe ways in which technology influences human capacity to modify the physical environment</p>	<p>Plow/Tractor – Turned the soil and made it more productive Irrigation – Allowed crops to consistently be watered Heavy Machinery – Ability to build steel and concrete dams, roads, buildings</p>
<p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p>	<p>(A) explain factors such as including location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic</p>	<p><u>TRANSPORTATION CORRIDORS AND BARRIERS</u> are the routes by which people and freight move from one place to another. Modes of transportation include major conveyances such as automobiles, railroads, airplanes, and ships, haul the majority of people or freight.</p>

Wylie ISD Curriculum

	development and foreign policies of societies; and	<u>Africa</u> : Suez Canal – transports goods between the Mediterranean Sea and the Indian Ocean and important during war time and other political conflicts <u>Africa</u> – Lack of water and other resources has led to civil war and limited economic development
--	--	---

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	8
Grade/Level	6th	Weeks:	15-16
Unit Name/Title			
Africa			
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(C) explain the impact of scarcity on international trade and economic interdependence among societies.	<p><i>Interdependence</i> - the economic, political, and social dependence of cultural regions upon one another.</p> <p><i>Scarcity</i> is the condition of not being able to have all of the goods and services one wants. Resources do not exist in sufficient quantities to satisfy all desires to use them.</p>	
(10) Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:	(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and	<ul style="list-style-type: none"> • A <i>primary industry</i> exploits natural resources. Some examples of primary industries include fishing, farming, lumbering, and oil drilling. • A <i>secondary industry</i> processes raw materials into finished products. These include steel plants or processing plants which turn agricultural products into canned or frozen goods. • A <i>tertiary industry</i> exchanges and markets the products of the primary and secondary industries. They are involved in wholesaling and retailing functions, associated transportation and government services, and personal and professional services of all kinds. Teachers are part of the tertiary sector of the economy. • <i>Quaternary industries</i> are those parts of the economy concerned with research, the gathering and dissemination of information, and administration. They are a specialized part of the tertiary sector of the economy 	

Wylie ISD Curriculum

<p>(10) Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to</p>	<p>(B) describe and measure levels of economic development using various indicators such as including individual purchasing power, life expectancy, and literacy.</p>	Indicators of Economic Development	Description	Measurement of Indicator
		Individual Purchasing Power	The ability to purchase goods and services	Increase in spendable income due to better jobs Purchases change depending on their age and stage in the life cycle.
		Life Expectancy	The average number of years remaining in the life span of a person at a given age	Improvements in diet, occupation, way of life, and medical technology
		Literacy	The ability to read and write	People acquiring more education and economies becoming more developed allowing for younger and younger children to go to school and stay in school longer
<p>(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p>	<p>(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and</p>	<p>A <i>traditional economy</i> is a system in which the allocation of resources and other economic activities are affected by ritual, custom, or habit.</p> <p>In a <i>market economy</i>, individuals depend on supply, demand, and prices to determine the answers to the four</p>		

Wylie ISD Curriculum

		<p>economic questions of "what to produce," "how to produce," "how much to produce," and "for whom to produce." A market economy is comparable to a free enterprise economy or system. The system has four characteristics: economic freedom, voluntary exchange, private property, and the profit motive.</p>		
		<p><u>Contemporary Society</u></p>	<p><u>Type of Economy</u></p>	<p><u>Characteristics</u></p>
		<p>African countries along the equator</p>	<p>Traditional</p>	<p>The growth of the market is limited</p>
<p>(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p>	<p>(A) compare ways in which various societies organize the production and distribution of goods and services;</p>	<p><u>Africa</u> Traditional local markets of goods</p>		
<p>(9) Economics. The student understands the role factors of production play in a society's economy. The student is expected to:</p>	<p>(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.</p>	<p>Region</p>	<p>Problems and Issues</p>	
		<p>Africa</p>	<p>There is a large labor force in North Africa, but because of frequent drought, economies do not have the capital to support entrepreneurs to produce goods and services</p>	
		<p>North America</p>	<p>Because the United States does not produce enough oil to support its population, it is dependent upon the oil of other countries</p>	
		<p>Latin America</p>	<p>Disparity between the wealthy 10 percent of the population and the rest of the population</p>	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	9	
Grade/Level	6th	Weeks:	17-18	
Unit Name/Title				
Africa				
Overview				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(1) History. The student understands that historical events influence contemporary events. The student is expected to	(A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as including invasion, conquests, colonization, immigration, and trade.	<u>Africa</u> <ul style="list-style-type: none"> • African independence from European nations: Eastern Africa, Kenya, Tanzania, Rwanda, Burundi, South Africa (invasion, conquests, trade, immigration, colonization) • Civil war in Rwanda led to more rights for women because so many men were killed in the fighting that women started to take over households 		
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as including Canada, Rwanda, former Yugoslavia, Russian Republics, European Union, Iraq, Arab-Israeli conflict.	Culture Conflict & Cooperation	Cooperation	Conflict
		Rwanda	Global help in post-genocide Rwanda	Genocide
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(A) explain the significance of individuals or groups from selected societies, past and present;	<u>Africa</u> <ul style="list-style-type: none"> • Slave Trade – Impact on the U.S. • Civil War in Rwanda—Women’s Rights • Nelson Mandela – Ending of Apartheid 		
(1) History. The student understands that historical events influence contemporary	(B) analyze the historical background of selected contemporary societies to evaluate relationships between past	Past conflicts as defined by historical challenges that impact the current economic, social, and/or political life		

Wylie ISD Curriculum

<p>events. The student is expected to:</p>	<p>conflicts and current conditions:</p>	<p>in a contemporary society. <u>Africa</u></p> <ul style="list-style-type: none"> • Apartheid’s effect on present day South Africa
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p>	<p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p>	<p><u>Africa</u></p> <ul style="list-style-type: none"> • Nelson Mandela’s effort to end apartheid • Diversity of culture - religion, food, traditions, diffusion.

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	10				
Grade/Level	6 th	Weeks:	19-20				
Unit Title							
Africa							
Overview							
Social, economic and environmental consequences may result from future scientific discoveries and technological innovations. Similarities and differences exist between and within world cultures.							
TEKS - Texas Knowledge & Skills							
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification					
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(A) explain aspects that link or separate cultures and societies;	<ul style="list-style-type: none"> • Diversity or similarity of ethnic groups in Africa • Diversity or similarity of religions in Africa • Role of women and children in Africa • Languages of Africa 					
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(C) analyze the similarities and differences among selected world societies; and	Compare and contrast cultural traits such as language, religion, dress, food, celebrations, types of shelters, rules and social mores, art, music, folklore, family structures, educational systems of the US with other world regions that are developed and non-developed; including: <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 0 20px;">South Africa</td> <td>North America</td> </tr> <tr> <td>Mexico</td> <td>Latin America</td> </tr> </table>		South Africa	North America	Mexico	Latin America
South Africa	North America						
Mexico	Latin America						
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(D) explain why cultures borrow from each other;	<ul style="list-style-type: none"> • Depend on each other economically • Increased interdependence with advances in transportation, communication, and technology • Shared holidays and festivals • Inter-cultural marriages/relationships • Geographical location to each other 					
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(F) evaluate the consequences of improved communication among cultures	<ul style="list-style-type: none"> • Communication occurs so quickly that misinformation can quickly be disseminated • The public is inundated with media coverage of 					

Wylie ISD Curriculum

		devastation, conflict, and war <ul style="list-style-type: none"> Underdeveloped countries are left behind because they may not have access to improved communication 		
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as including population, disease, and economic activities;	<ul style="list-style-type: none"> Create <u>population</u> maps of Africa Create pie/bar graphs showing spread of <u>disease</u> in Africa such as AIDS Create maps and databases showing <u>poverty</u> in Africa 		
(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:	(C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.	Consequences	Discoveries & Innovations	Predictions
		Social	SARS, Avian Flu	Who will get the vaccines and will be allowed in certain countries
		Economic	Alternative Fuel Sources	The effects on the oil industry
		Environmental	Cure For Cancer	Location of the cure could possibly be the Amazon rainforest
		Medical	AIDS	How to educate the people of Africa, provide treatments, stop the spread of AIDS

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	11
Grade/Level	6 th	Weeks:	21-22
Unit Title			
Contemporary Europe			
Overview			
Governments can be organized in different ways and citizens in a democratic society have both rights and responsibilities.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as including population, disease, and economic activities;	<ul style="list-style-type: none"> • Create <u>population</u> maps of Europe • Create pie/bar graphs showing spread of <u>disease</u> such as cholera during the Industrial Revolution in Europe • Create maps, databases, and charts showing prosperity in Europe, 	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and	Pose and answer questions about the geographic distribution of <ul style="list-style-type: none"> • Changes in climate in different regions • Population density in Europe • Change of Ethnic population in Europe including Russia • Physical differences of regions • Distribution of resources in different regions 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.	<u>Migration</u> Europe – The migration of people from the Middle East and North Africa have increased in Europe due to the lack of economic activities in these areas	
(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(C) explain the impact of scarcity on international trade and economic interdependence among societies.	<i>Interdependence</i> - the economic, political, and social dependence of cultural regions upon one another. <i>Scarcity</i> is the condition of not being able to have all of the goods and services one wants. Resources do not exist in sufficient quantities to satisfy all desires to use them.	

Wylie ISD Curriculum

		<p><u>Europe</u> has a unified system of currency called the Euro which promotes trade more easily among the European countries. The Euro was conceived by the European Union.</p>											
<p>(12) Government. The student understands alternative ways of organizing governments. The student is expected to:</p>	<p>(A) identify alternative ways of organizing governments such as including rule by one, few, or many;</p>	<p><i>RULE BY ONE</i></p> <ul style="list-style-type: none"> • Monarchy, a single ruler controls government and claims the responsibility due to divine or hereditary right. Either birth or God determines who will rule, the people do not. • Dictatorships maintain complete control of government in their countries. <p><i>RULE BY FEW</i></p> <ul style="list-style-type: none"> • Oligarchy - A government ruled by wealth, inherited rank, privilege and profession. Government with rule by a few also occurs when a group of persons seize power after an overthrow of the previous government. The new rulers constitute a junta. <p><i>RULE BY MANY</i></p> <ul style="list-style-type: none"> • Direct Democracy – A government where citizens hold political power either directly or by representatives • Republic – A government where citizens elect representatives to rule on their behalf 											
<p>(12) Government. The student understands alternative ways of organizing governments. The student is expected to:</p>	<p>(B) identify examples of governments with rule by one, few, or many;</p>	<table border="1" style="width: 100%;"> <tr> <th style="width: 33%;">Region</th> <th style="width: 33%;">Type of Government</th> <th style="width: 33%;">Organization of Government</th> </tr> <tr> <td>Asia-North Korea</td> <td>Dictatorship</td> <td>Rule By One</td> </tr> <tr> <td>Latin America-Cuba</td> <td></td> <td></td> </tr> </table>	Region	Type of Government	Organization of Government	Asia-North Korea	Dictatorship	Rule By One	Latin America-Cuba				
Region	Type of Government	Organization of Government											
Asia-North Korea	Dictatorship	Rule By One											
Latin America-Cuba													

Wylie ISD Curriculum

		Europe-United Kingdom	Monarchies	Rule By One
		Middle East – Saudi Arabia, Jordan		
		Latin America – Countries during the 1800s	Oligarchy	Rule By Few
		North America – United States, Canada	Democracy	Rule By Many
<p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p>	<p>(B) explain relationships among rights and responsibilities in democratic societies.</p>	<ul style="list-style-type: none"> • Citizens in a democratic society have a <u>responsibility</u> to all other citizens to ensure that the enjoyment of their individual rights does not impede the development of the common good of society. <p><u>Personal responsibilities</u> - Taking care of themselves, accepting responsibility for the consequences of their actions, taking advantage of the opportunity to be educated, and supporting their families;</p> <p><u>Civic responsibilities</u>- Obeying the law; respecting the rights of others; being informed and attentive to the needs of their community, staying informed about issues impacting the decisions of elected leaders; paying attention to how well their elected leaders are doing their jobs; communicating with their representatives in their school, local, state, and national governments; voting; paying taxes; serving on juries; and serving in the armed forces.</p> <p><u>Personal rights</u> in democratic societies include the freedom to travel, to live where one chooses, to marry and have children, and to have freedom of thought.</p>		

Wylie ISD Curriculum

		<p><u>Political rights</u> include the right to vote, petition, assemble, and speak or publish freely.</p> <p><u>Economic rights</u> include the ability to own property, change employment, join a union, or start a business.</p>
<p>(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:</p>	<p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>	<p><u>Basic Institutions to all Societies</u></p> <p>Government – Non-democratic or democratic</p> <p>Economic – Command, market, or mixed</p> <p>Educational – Public, private or parochial</p> <p>Religious – Judaism, Christian, Islam, Hinduism, Buddhism, Confucianism, Taoism</p>

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	12
Grade/Level	6 th	Weeks:	23-24
Unit Title			
European History			
Overview			
WWI and WWII changed the boundaries of Europe. Governments of the same type may function differently.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12) Government. The student understands alternative ways of organizing governments. The student is expected to:	(C) identify historical origins of democratic forms of government; and	Direct Democracy originated in Greece	
		Republic originated in early Rome	
		Magna Carta	
		The English Revolution and the English Bill of Rights	
		The Enlightenment Period	
(12) Government. The student understands alternative ways of organizing governments. The student is expected to:	(D) compare how governments function in selected world societies such as including China, Germany, India, and Russia.	Government	Function
		Germany	A federal republic made up of states and led by a president. They have a constitution with three branches of government. Their legislative branch is a bicameral parliament whose representatives are elected by popular vote. The age of suffrage is 18 years old.
		Russia	A federation made up of republics led by a president. They have a constitution with three branches of government. The bicameral legislative branch is primarily appointed and some elected. The age of suffrage is 18 years old.
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as including invasion, conquests, colonization,	Europe:	
		Contemporary Society	Historical Events
		Bosnia	Muslim invasion 1300s; formation of Yugoslavia (World War II); break-up of Yugoslavia
		Northern	Protestant Reformation; Protestant English migration to

Wylie ISD Curriculum

	immigration, and trade.	Ireland	Catholic Ireland
		Hungary and Poland	Tried to free their governments and economies from Soviet control. Communist army put an end to attempts at change (trade)
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions:	<u>Europe</u> <ul style="list-style-type: none"> • WWI alliances and the Treaty of Versailles • Holocaust’s effect on present day Europe • European control over SW Asia and N Africa • WWII-Cold War and Iron Curtain 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(A) locate major historical and contemporary societies on maps and globes;	<u>Europe:</u> Before and after World War I and II, United Kingdom Empire	
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(A) explain the significance of individuals or groups from selected societies, past and present;	<u>Europe</u> <ul style="list-style-type: none"> • Monarchs – Conflicts, invasions, and changes throughout Europe • Catholic vs. Protestant Conflict in North Ireland <p style="text-align: center;">Napoleon – Caused France to become powerful and his defeat led to the global weakness of France</p>	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	13
Grade/Level	6 th	Weeks:	25-26
Unit Title			
European History			
Overview			
Scientific discoveries and technological innovations have had a global impact. Relationships exist between societies and the arts.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:	(A) explain the relationships that exist between societies and their architecture, art, music, and literature;	<u>Europe:</u> Greece and Rome – Statues of important people and literature described their belief systems <u>Enlightenment period:</u> The educated upper class Europeans in England and France wrote about the principles of government and how government must change	
(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:	(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.	Homer’s Iliad and Odyssey – Journey to find one’s self Works by Shakespeare – Search for love The Lord of the Rings – Conflict Music by The Beatles – Human Rights, Love, Justice Universal themes in art music and literature – justice, desire for equality and freedom, love, respect, etc.	
(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:	(B) relate ways in which contemporary expressions of culture have been influenced by the past;	Architectural, musical, and literary influences. For example: Greek architecture influenced the design of many U.S. government buildings	
(18) Culture. The student understands the relationship that exists between artistic, creative, and literary	(C) describe ways in which societal issues influence creative	<u>Europe:</u> Impact of religious art during the Middle Ages Understand that a culture’s art forms express its cultural traits and value systems	

Wylie ISD Curriculum

expressions and the societies that produce them. The student is expected to:	expressions; and				
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as including Canada, Rwanda, former Yugoslavia, Russian Republics, European Union, Iraq, Arab-Israeli conflict.	Culture Conflict & Cooperation	Cooperation	Conflict	
		Canada		International Space Station NAFTA	Natural Resources – Oil, water, and timber
		Rwanda	Global help in post-genocide Rwanda	Genocide	
		Former Yugoslavia	Impact of United Nations ending the war in Bosnia	Bosnia-Herzegovina	
		Russian Republics	International Space Station	Conflict in Chechnya Republic and oil pipeline route	
		European Union	Political, social, and economic cooperation among the European member states for example the Euro Dollar	Allowing Turkey and other countries into the E.U.	
(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:	(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;	Region	Technology	Role of Scientists and Inventors	Shaped the World
		Europe	Computers	Konrad Zuse – wanted to invent something easier to use than the slide rule	Influenced others to improve on his invention resulting in the type of computers that we use today for research and communication

Wylie ISD Curriculum

		Europe	Discovery of Radium	Marie Curie-determined because she wanted to help people	An effective treatment for cancer and used to make the atomic bomb
Discoveries and innovations have to do with making one's life easier. Other examples can be in medicine, transportation, communication, and industry.					

Wylie ISD Curriculum

Subject Area	Social Studies		Bundle #:	14
Grade/Level	6 th		Weeks:	27-28
Unit Title				
European culture, science and technology				
Overview				
Inventions in Europe led to the Industrial Revolution. Geographic factors influence patterns of population and cultures borrow from each other.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:	(B) describe the influence of individual and group achievement on selected historical or contemporary societies.	<u>Europe</u> <ul style="list-style-type: none"> • Industrial Revolution in Europe - inventions and inventors • Colonialism in North and South America • Catholic influence on the world – Latin America, Southeast Asia 		
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	Natural Resources – Cities are built where there is water for drinking and trade Natural disasters – Population is low where there are natural disasters like tornadoes, earthquakes, floods Climatic phenomena – Populations are low where temperatures are low and higher where the temperatures are more moderate Political Conflict – Population decreases when there is political conflict like war and weak governments Weak Infrastructures – Prosperity of the population is low when there is a weak infrastructure		
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society	<u>Europe</u> – Changes in patterns of settlement have led to changes in domestic and foreign policies toward immigrants		
(4) Geography. The student understands the characteristics and relative locations	(C) explain ways in which human migration influences the character of	<u>Europe</u> Change of traditions and laws due to migration of Middle		

For use by faculty and staff of Wylie Independent School District, Wylie, TX

Wylie ISD Curriculum

of major historical and contemporary societies. The student is expected to:	places and regions; and	Eastern and North African
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(C) analyze the similarities and differences among selected world societies; and	Compare and contrast cultural traits such as language, religion, dress, food, celebrations, types of shelters, rules and social mores, art, music, folklore, family structures, educational systems of the US with other world countries that are developed and non-developed; including: Great Britain, South Africa, Russia, and Mexico.
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(D) explain why cultures borrow from each other;	<ul style="list-style-type: none"> • Depend on each other economically • Increased interdependence with advances in transportation, communication, and technology • Shared holidays and festivals • Inter-cultural marriages/relationships • Geographical location to each other
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(E) evaluate how cultural borrowing affects world cultures; and	<ul style="list-style-type: none"> • <i>Cultural borrowing</i> is the process by which a culture group adopts patterns of speech, actions, and artifacts which are characteristic of another culture group. Worldwide, about 10 percent of each culture is considered unique and 90 percent is borrowed from other cultures. • Cultural borrowing results in international industries that can be found globally like Coca-Cola, McDonalds, and Starbucks

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	15
Grade/Level	6 th	Weeks:	29-30
Unit Title			
Contemporary societies of Asia, Middle East, Australia and Oceania			
Overview			
<ul style="list-style-type: none"> ▪ Factors of productions influence economy ▪ There are limited and unlimited governments. ▪ There are different ways of organizing government. ▪ Governments function differently in selected world societies. ▪ Roles and responsibilities of citizens vary among countries. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as including population, disease, and economic activities;	<ul style="list-style-type: none"> • Create <u>population</u> maps of Asia, Australia, Oceania, Middle East • Create maps and databases showing <u>poverty</u> in Asia • Create maps, databases, and charts showing prosperity in North America, Latin America, Europe, and East Asia 	
(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:	(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and	Pose and answer questions about the geographic distribution of <ul style="list-style-type: none"> • Diseases in Asia and the Middle East • Changes in climate in different regions • Population density in Asia, Middle East, Oceana • Physical differences of regions • Distribution of resources in different regions 	
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.	<u>Natural Resources</u> Middle East – Most of the oil in the world is found in the Middle East <u>Poverty</u> Asia – Manufacturing of goods have been moving to these areas due to the low cost of labor	

Wylie ISD Curriculum

<p>(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p>	<p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	<p>Natural Resources – Cities are built where there is water for drinking and trade</p> <p>Natural disasters – Population is low where there are natural disasters like tornadoes, earthquakes, floods</p> <p>Climatic phenomena – Populations are low where temperatures are low and higher where the temperatures are more moderate</p> <p>Political Conflict – Population decreases when there is political conflict like war and weak governments</p> <p>Weak Infrastructures – Prosperity of the population is low when there is a weak infrastructure</p>								
<p>(9) Economics. The student understands the role factors of production play in a society's economy. The student is expected to:</p>	<p>(A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Contemporary Societies</th> <th style="width: 33%;">Factors of Production</th> <th style="width: 34%;">Influence Economies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Asia</td> <td style="text-align: center;">Labor</td> <td>Because of the large, uneducated, poverty stricken populations, labor used for manufacturing of products is cheap like in Pakistan, Vietnam, Indonesia</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • So the government and citizens will not abuse the power given to them • Protect human rights and economic freedoms 			Contemporary Societies	Factors of Production	Influence Economies	Asia	Labor	Because of the large, uneducated, poverty stricken populations, labor used for manufacturing of products is cheap like in Pakistan, Vietnam, Indonesia
Contemporary Societies	Factors of Production	Influence Economies								
Asia	Labor	Because of the large, uneducated, poverty stricken populations, labor used for manufacturing of products is cheap like in Pakistan, Vietnam, Indonesia								
<p>(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p>	<p>(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system</p>	<p>A <u>traditional economy</u> is a system in which the allocation of resources and other economic activities are affected by ritual, custom, or habit.</p> <p>In a <u>market economy</u>, individuals depend on supply, demand, and prices to determine the answers to the four economic questions of "what to produce," "how to produce," "how much to produce," and "for whom to produce." A market economy is comparable to a free enterprise economy or system. The system has four characteristics: economic freedom, voluntary exchange, private property, and the profit motive.</p> <p>A <u>command economy</u> is a system organized around a central authority which makes most of the major economic decisions. The economy of the former Soviet Union was a command economy.</p>								

Wylie ISD Curriculum

		<p><u>Subsistence agriculture</u> – when the family produces only what they need</p> <p><u>Market-oriented agriculture</u> – when the production of crops are determined by</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Contemporary Society</u></th> <th style="text-align: center;"><u>Type of Economy</u></th> <th style="text-align: center;"><u>Characteristics</u></th> </tr> </thead> <tbody> <tr> <td>African countries along the equator</td> <td>Traditional</td> <td>The growth of the market is limited</td> </tr> <tr> <td>North America – United States</td> <td>Market</td> <td>Allows consumers and producers to determine “the what” the market will be</td> </tr> <tr> <td>Asia - China</td> <td>Blend of Market and Command</td> <td>Tighter political control of the products produced and how they are produced</td> </tr> </tbody> </table> <p>the demand of consumers</p> <p><u>Cottage industries</u> – Goods produced on a small scale or in a home</p> <p><u>Commercial Industries</u> – Goods produced on a large scale like a factory system based on demand of consumers</p>			<u>Contemporary Society</u>	<u>Type of Economy</u>	<u>Characteristics</u>	African countries along the equator	Traditional	The growth of the market is limited	North America – United States	Market	Allows consumers and producers to determine “the what” the market will be	Asia - China	Blend of Market and Command	Tighter political control of the products produced and how they are produced
<u>Contemporary Society</u>	<u>Type of Economy</u>	<u>Characteristics</u>														
African countries along the equator	Traditional	The growth of the market is limited														
North America – United States	Market	Allows consumers and producers to determine “the what” the market will be														
Asia - China	Blend of Market and Command	Tighter political control of the products produced and how they are produced														
(11) Government. The student understands the concepts of limited governments, such as including constitutional and democratic governments, and unlimited governments, such as including totalitarian and non-democratic governments. The student is expected to:	(D) compare limited and unlimited governments.	Region	Type of Government	Compare To												
		North America-United States	Limited	Great Britain, India, Mexico, and Canada – Limited												
		Asia-China	Unlimited	United States – Limited												
		Latin America-Cuba	Unlimited	United States, Great Britain - Limited												
(12) Government. The student understands alternative ways of organizing governments. The student is expected to:	(B) identify examples of governments with rule by one, few, or many;	Region	Type of Government	Organization of Government												

Wylie ISD Curriculum

		Asia-North Korea Latin America-Cuba	Dictatorship	Rule By One
		Europe-United Kingdom Middle East – Saudi Arabia, Jordan	Monarchies	Rule By One
		Latin America – Countries during the 1800s	Oligarchy	Rule By Few
		North America – United States, Canada	Democracy	Rule By Many
(12) Government. The student understands alternative ways of organizing governments. The student is expected to:	(D) compare how governments function in selected world societies such as including China, Germany, India, and Russia.	Government	Function	
		China	A communist state made up of provinces and a head of state with no other political parties. They are working on a constitution and their unicameral legislative branch elected by a people’s congress. The age of suffrage is 18 years of age and there are some elections.	
		India	A federal republic made up of states led by a president. They have a constitution with three branches of government. The legislative branch is bicameral and the representatives are appointed and elected. The age of suffrage is 18 years old.	
(11) Government. The student understands the concepts of limited governments, such as including constitutional and democratic governments, and unlimited governments, such as including totalitarian and non-democratic governments. The student is expected to:	(C) identify reasons for limiting the power of government; and	<ul style="list-style-type: none"> • So the government and citizens will not abuse the power given to them • Protect human rights and economic freedoms 		
(13) Citizenship. The student	(A) describe roles and	Region-Country	Roles of Citizens	Responsibilities of

For use by faculty and staff of Wylie Independent School District, Wylie, TX

Wylie ISD Curriculum

understands that the nature of citizenship varies among societies. The student is expected to:	responsibilities of citizens in selected contemporary societies including the United States;			Citizens
		North America - United States	Serve in Military, Volunteer, Government Official	Pay taxes, vote, serve on a jury, obey laws
		Asia – North Korea	Mandatory Military Service	Vote and be a member of the Korean Workers Party
(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(C) compare the role of citizens in the United States with the role of citizens from selected democratic and non-democratic contemporary societies.	Developed Countries – Democratic Countries	Non-developed Countries – Totalitarian or Non-democratic countries	
		<ul style="list-style-type: none"> • Vote in elections • Organizations to develop economic activities or protect environment • Lobbyist, volunteering • Government Official 	<ul style="list-style-type: none"> • Vote for only political party • Government official if you support the government in power • There are no organizations that go against the government to be a part of 	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	16
Grade/Level	6 th	Weeks:	31-32
Unit Title			
History of Asia, Middle East, Australia and Oceania			
Overview			
<ul style="list-style-type: none"> ▪ Physical processes affect humans ▪ Humans can adapt to physical environments ▪ Human migration influences regions ▪ Political boundaries can cut across cultural regions 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	(A) explain factors such as including location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and	<p><u>PHYSICAL FEATURES</u> are landforms such as mountains, swamps, and oceans and climate are physical barriers to some forms of transportation</p> <p><u>Asia:</u> Lack of economic development in Siberia due to its climate</p> <p><u>TRANSPORTATION CORRIDORS AND BARRIERS</u> are the routes by which people and freight move from one place to another. Modes of transportation include major conveyances such as automobiles, railroads, airplanes, and ships, haul the majority of people or freight.</p> <p><u>Asia:</u> Silk Road – trade between Asia and Europe</p>	
(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:	(C) analyze the effects of physical processes and the physical environment on humans.	<p><u>Asia</u></p> <ul style="list-style-type: none"> • Tsunami and tidal waves erode the earth • How monsoons affect trade and agriculture 	
(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:	(A) describe and explain how physical processes such as including erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;	<p><u>OCEAN CIRCULATION</u> – <u>Asia</u> – Cause of Tsunamis</p> <p><u>EARTHQUAKES</u>-violent movement of the earth due to the movement of the tectonic plates – <u>Asia</u> – Devastation in Pakistan and other countries around the Himalayan Mountains</p>	
(4) Geography. The student understands the characteristics and relative locations	(A) locate major historical and contemporary societies on maps and	<p><u>Asia:</u> Russia before and after communism, spread of</p>	

Wylie ISD Curriculum

<p>of major historical and contemporary societies. The student is expected to:</p>	<p>globes;</p>	<p>communism in Asia, spread of Islam religion <u>Middle East</u>: Fertile Crescent/Mesopotamia during ancient times and today, Israel during ancient times and today</p>
<p>(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p>	<p>(A) describe and explain how physical processes such as including erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;</p>	<p><u>NATURAL RESOURCE DISTRIBUTION</u> – Does the distribution of natural resources effect the population of an area economically and politically? <u>Middle East</u> – Oil supply affects the economic and political status of the area <u>Asia</u> – Large amounts of natural resources have allowed China to grow as a world economic power</p>
<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p>	<p>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;</p>	<p><u>Australia</u></p> <ul style="list-style-type: none"> • Transportation and communications systems have been made available to residents of the Australian outback <p><u>Asia</u></p> <ul style="list-style-type: none"> • The use of terrace farming in Japan • Settlement of ancient civilizations near rivers, lakes, and oceans <p><u>Oceania</u></p> <ul style="list-style-type: none"> • The tropical paradise of the islands has led to tourism as one of the largest industries
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p>	<p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies</p>	<p><u>Middle East</u></p> <ul style="list-style-type: none"> • Westernization of traditional cultures • Roles of women in Middle East societies • Saddam Hussein’s reign • Osama Bin Laden (terrorist groups) • Islam religion on culture and politics

Wylie ISD Curriculum

		<u>India</u> <ul style="list-style-type: none"> • Mohandas Gandhi - passive resistance and independence of India
<p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p>	<p>(A) explain the significance of individuals or groups from selected societies, past and present;</p>	<u>Asia</u> <ul style="list-style-type: none"> • Ivan the Terrible – expansion of Russia • Peter the Great – Westernization of Russia • Czar Nicholas - Last Czar and involvement of WWI • Vladimir Lenin – Bolshevik Revolution and communism • Joseph Stalin – Creation of modern communism and genocide • Mohandas Gandhi – Non-violent independence of India • Hinduism – Impact on political and traditional events • Buddhism - Impact on political and traditional events • Communist – Growth in Asia <u>Middle East</u> <ul style="list-style-type: none"> • Hammurabi’s - The first known code of law in the world • Mohammed – Founder of Islam • Muslim – Impact of world events • Jews – Establishment of Israel <u>Australia and Oceania:</u> Aborigines – Impact on culture and traditions
<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p>	<p>(B) explain the impact of political boundaries that cut across culture regions;</p>	<u>Middle East</u> – Arab-Israeli conflicts <u>Asia</u> – Conflict in the Russian Republics about independence (Chechnya) and the oil pipeline route
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p>	<p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions:</p>	<u>Middle East – Southwest Asia</u> <ul style="list-style-type: none"> • Arab-Israeli Wars • African nations gain independence from

Wylie ISD Curriculum

		Europeans		
(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:	(C) explain ways in which human migration influences the character of places and regions; and	<u>Middle East</u> Creation of Israel		
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as including invasion, conquests, colonization, immigration, and trade.	East Asia: <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">North Korea</td> <td style="padding: 2px;">Communism; Korean War</td> </tr> </table> Immigration/Colonization/Invasion/Conquest <u>Middle East-Southwest Asia</u> <ul style="list-style-type: none"> • Arab-Israeli wars – events and factors leading up to conflict: British control over Palestine, Jews fleeing persecution began to migrate back to Palestine; Arabs occupied Palestine and didn't want Jewish state; UN tried to solve problem and divide Palestine; Israel declared independent state, war declared; PLO, continuing conflicts, attempts at peace • History of foreign control and European powers over countries in regions of SW Asia and N Africa. European powers promised to give mandates, independence <u>East Asia</u> <ul style="list-style-type: none"> • Mongol rule over China; conquered dynasties and their achievements and legacies; changes in rulers; unified China <u>South Asia</u> <ul style="list-style-type: none"> • Independence of India and Pakistan 	North Korea	Communism; Korean War
North Korea	Communism; Korean War			

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	17		
Grade/Level	6 th	Weeks:	33-34		
Unit Title					
Culture and Religion of Asia, Middle East, Australia and Oceania					
Overview					
<ul style="list-style-type: none"> ▪ All cultures have religions and philosophies. ▪ Cultural traits often spread to surrounding cultures. ▪ Every culture has significant religious holidays. ▪ Relationships exist between societies and the arts. 					
TEKS - Texas Knowledge & Skills					
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification			
(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	<u>Middle East:</u> Islamic countries - Religious or philosophical ideas are sometimes the basis of the political beliefs, and view about role, rights, and dress of women			
(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	B) explain the significance of religious holidays and observances such as including Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.	Religious Holiday	Religion	Significance	
		Christmas Easter	Christian	Birth and death of Jesus Christ	
		Ramadan	Islam	Fasting of Muslims to become closer to Allah	
		Yom Kippur	Judaism	Fasting by Jews as a time for introspection, self-correction, and prayer	
		Rosh Hashanah	Judaism	It is a time for introspection, for taking stock of one's behavior over the past year and making amends for any wrongdoing	
(18) Culture. The student understands the relationship that exists between artistic, creative,	(A) explain the relationships that exist between societies and their architecture, art,	<u>Middle East:</u> Islam – Their architecture, art, music, and literature reflect their basic beliefs. For example, no pictures of humans or historical events are displayed on their walls			

Wylie ISD Curriculum

<p>and literary expressions and the societies that produce them. The student is expected to:</p>	<p>music, and literature;</p>	
<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p>	<p>(C) analyze how culture traits spread;</p>	<p><u>Asia:</u> Silk Road – The spread of the Islam religion into China</p>
<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p>	<p>(E) evaluate how cultural borrowing affects world cultures; and</p>	<ul style="list-style-type: none"> • <i>Cultural borrowing</i> is the process by which a culture group adopts patterns of speech, actions, and artifacts which are characteristic of another culture group. Worldwide, about 10 percent of each culture is considered unique and 90 percent is borrowed from other cultures. • Cultural borrowing results in international industries that can be found globally like Coca-Cola, McDonalds, and Starbucks

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	18		
Grade/Level	6 th	Weeks:	35-36		
Unit Title					
Comparing/Contrasting cultures of Asia, Middle East, Australia and Oceania					
Overview					
<ul style="list-style-type: none"> ▪ Cultural similarities and differences among world societies. ▪ The use of science and technology varies by culture depending on a culture’s belief systems, economic factors, and political decisions. 					
TEKS - Texas Knowledge & Skills					
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification			
(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:	(C) analyze the similarities and differences among selected world societies; and	Compare and contrast cultural traits such as language, religion, dress, food, celebrations, types of shelters, rules and social mores, art, music, folklore, family structures, educational systems of the US with other world regions that are developed and non-developed; including:			
		Great Britain	North Korea	Japan	North America
		South Africa	China	Russia	Latin America
		Israel	Mexico	Saudi Arabia	
(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:	(B) compare characteristics of institutions in selected contemporary societies.	Institution	North America - United States	Asia - China	
		Government	Democratic/Republic	Communist State	
		Economic	Market Economy	Command Economy	
		Education	Public education provided till 12 th grade. Private and parochial are available for a cost.	Public education is provided up to 9 th grade. Parents pay for cost after that.	
		Religious	Largest religion is Christianity but freedom of religion is given to citizens in the Constitution	Religion is not acknowledged in China except for traditional religions like Buddhism and Confucianism	
(20) Science, technology, and society. The student understands the	(B) explain how resources, belief systems, economic	<ul style="list-style-type: none"> • <i>Belief systems</i> include the beliefs and values shared by members of a racial, ethnic, or social group as well as those held by individuals. Belief systems develop over time and reflect the ideology, religion, politics, social structure, 			

Wylie ISD Curriculum

<p>relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p>	<p>factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and</p>	<p>and economic activities of a particular group. Beliefs influence all decisions including economic ones.</p> <ul style="list-style-type: none"> • <i>Economic factors</i> include the cost of design and development, construction, and operation, the access to essential resources of materials and knowledge, capital accumulation, investment needs, and proximity of supply lines and transportation routes to raw materials and potential consumers. • <i>Political decisions</i> include decisions made by the government that are made to support the ideology of the government and/or the good of the citizens as a group. 												
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Region</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Resources</th> <th style="width: 15%;">Belief Systems</th> <th style="width: 15%;">Economic Factors</th> <th style="width: 15%;">Political Decisions</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Asia - Japan</td> <td style="text-align: left;">Automobiles</td> <td style="text-align: left;">Japan has few natural resources like timber and processed foods</td> <td style="text-align: left;">Americans will purchase the most economical products whether it is American made or not</td> <td style="text-align: left;">U.S. demand for smaller cars after gas prices rose in the late 70s and early 80s U.S. didn't place tariffs on Japanese goods making them cheaper</td> <td style="text-align: left;">Positive relationship developed after World War II. They became an economic as well as a political ally</td> </tr> </tbody> </table>	Region	Technology	Resources	Belief Systems	Economic Factors	Political Decisions	Asia - Japan	Automobiles	Japan has few natural resources like timber and processed foods	Americans will purchase the most economical products whether it is American made or not	U.S. demand for smaller cars after gas prices rose in the late 70s and early 80s U.S. didn't place tariffs on Japanese goods making them cheaper	Positive relationship developed after World War II. They became an economic as well as a political ally
Region	Technology	Resources	Belief Systems	Economic Factors	Political Decisions									
Asia - Japan	Automobiles	Japan has few natural resources like timber and processed foods	Americans will purchase the most economical products whether it is American made or not	U.S. demand for smaller cars after gas prices rose in the late 70s and early 80s U.S. didn't place tariffs on Japanese goods making them cheaper	Positive relationship developed after World War II. They became an economic as well as a political ally									
<p>(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p>	<p>(A) compare ways in which various societies organize the production and distribution of goods and services;</p>	<p><u>Asia</u> The exchange of goods and ideas between China and the rest of the world</p>												