

HPISD CURRICULUM
(SOCIAL STUDIES, GRADE 6)

EST. NUMBER OF DAYS: 8 - 10 DAYS, 9 - 15 DAYS, 10 - 10 DAYS

<p>UNIT NAME</p>	<p>TOPIC 8: SOUTH ASIA TOPIC 9: EAST ASIA TOPIC 10: SOUTHEAST ASIA</p>
<p>Unit Overview</p>	<p>A-C: In this unit, students will be introduced to the geography and people of Asia. They will learn about the physical and human features of these unique areas, including cultural and social issues.</p>
<p>Generalizations/Enduring Understandings</p>	<p>A-C:</p> <p>Culture</p> <ul style="list-style-type: none"> ● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life. ● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another. ● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures. ● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation. <p>Geography</p> <ul style="list-style-type: none"> ● Geographic factors explain patterns of population and location of economic activities in places and regions. ● Interactions between people and the physical environment impact the development of places and regions. ● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world. <p>Government</p> <ul style="list-style-type: none"> ● All societies have some form of organized government that determines the distribution of power and the decision making process. ● Opportunities for citizens to participate in and influence the political process vary among societies. ● Citizens exercise various rights and responsibilities depending on their form of government. <p>Economics</p> <ul style="list-style-type: none"> ● All societies have some form of economic system that determines how the wants and needs of the society are met. (traditional, command, market, free enterprise system) ● Free enterprise systems offer economic benefits.

	<ul style="list-style-type: none"> ● The uneven distribution of factors of production (natural, human and capital resources) leads to conflict or interdependence. ● Many criteria are used to assess the level of economic development and quality of life in places and regions.
Concepts	<p>A: Tremendous population growth of India has led to overcrowding, lack of food and water, and strains on its economy, resources, and government.</p> <p>B: Isolation is not conducive to change.</p> <p>C: Physical features influence political features.</p>
Guiding/Essential Questions	<p>A:</p> <p>Culture</p> <ul style="list-style-type: none"> ● What is the caste system and how has it helped to define India’s culture? ● What lasting effects did British colonization have on the country of India? <p>Geography</p> <ul style="list-style-type: none"> ● How has the environment challenged the Indian people? ● Which is the bigger problem for a farmer in India: too much rainfall or too little rainfall? Defend your answer. ● What is the tallest mountain in the world? ● How does living in the high altitudes of the Himalayas affect the body? <p>Government</p> <ul style="list-style-type: none"> ● What features does India, with eighteen official languages, need to run its government effectively? ● What are the differences and similarities between the democratic governments of India and the United States? ● What is India’s biggest challenge? <p>Economics</p> <ul style="list-style-type: none"> ● How has India’s agriculture and industry evolved? ● What types of goods and services can be produced in the home to provide income for a family in India? ● What problems are caused by stripping the trees off the slopes in Nepal? ● How have the Himalayas helped shape the environment and economy of India? ● India has the largest number of English-speaking educated middle class people in the world. What effects does this have on the United States? <p>B:</p> <p>Culture</p> <ul style="list-style-type: none"> ● What is the most populous nation in the world? ● What is the influence of China’s past on the people of today? ● How has China been able to maintain its way of life for thousands of years? ● How do ancient arts and ideas continue to influence the Chinese? ● How has China’s culture influenced its neighbors?

Geography

- What are the landforms of China?
- How have China's landforms interfered in their relationships with other countries?
- How are China's rivers both a blessing and a disaster?
- Have the benefits of the Aswan High Dam construction outweighed the negative effects?

Government

- What is the form of organized government in China?
- Why was China's official name changed to the Peoples Republic of China?
- How does China have free enterprise with a communist government?
- Is it fair for Chinese leaders to say that no one outside China has the right to comment on the way they treat their own citizens?

Economics

- What is the standard economic system of China?
- How has the standard system been modified by western influences?
- How does China have free enterprise with a communist government?
- What has been the impact of China's new policies of openness?
- How have China's new freedoms caused rapid economic expansion?
- What are the pros and cons of so many everyday goods being manufactured in China?

C:**Culture**

- What factors and events have led to the dissimilarities in the way of life for the people who share the Korean Peninsula?
- What is the center of one's life in Japanese culture?

Geography

- What geographic features and natural forces shape the lives of the Japanese people?
- What is the national symbol of Japan?

Government

- How do the political and economic systems of North Korea and South Korea differ?
- How are citizen rights in South Korea compared to citizen rights in North Korea?
- Why should governments not have unlimited power?
- Why did the United States enter WWII?
- What event led to the surrender of Japan near the end of WWII?
- Why does today's Japan not want a large, strong military?

Economics

- How has Japan built a prosperous economy despite its geographical limitations?
- How do the political and economic systems of North Korea and South Korea differ?
- Why have food shortages occurred in North Korea, but not in South Korea?

Learning Targets	<ul style="list-style-type: none"> ● Describe the physical features, climate, and land use patterns of Asia. ● Explain the rise to power of Nationalists and Communists in China. ● Compare and contrast the governments of the countries of Asia. ● Describe the economies of Asia and the importance of exports to their economic growth. <p>Identify the challenges Asia faces due to the current environmental situation.</p>	
Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (<i>Grade Level</i>) / Specifications	<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>	<p>Including Silk Trade Route, British colonization of India, and British colonization of Hong Kong</p>
	<p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p>	<p>Including Great Wall of China & 38th parallel</p>
	<p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the influence of individuals or groups achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and</p>	
	<p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	
	<p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: (B) pose and answer questions about geographic distributions and patterns for various world regions</p>	

	and countries shown on maps, graphs, charts, models, and databases;	
	(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and	
	(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;.	Including graph of rice production
	(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location. The student is expected to: (A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;	
	(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	
	(C) explain ways in which human migration influences the character of places and regions;	
	(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and	Including subcontinent of India, Plateau of Tibet, Gobi Desert, Yangtze River, Yellow River, Xi River, and Mount Fuji
	(E) draw sketch maps that illustrate various places and regions; and	
	(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	Including Himalayas, Mount Everest, Ganges River, Gobi Desert, islands of Japan
	(5) Geography. The student understands how geographic factors influence the economic	

	<p>development, political relationships, and policies of societies. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;</p>	
	<p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.</p>	
	<p>(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</p> <p>(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;</p>	<p>Including Yellow River flooding, tsunamis, "Ring of Fire"</p>
	<p>(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and</p>	
	<p>(C) analyze the effects of the interaction of physical processes and the environment on humans.</p>	
	<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions;</p>	
	<p>(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and</p>	
	<p>(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.</p>	<p>Including Three Gorges Dam</p>
	<p>(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p>	

	(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	
	(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	
	(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.	
	(9)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;	
	(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;	
	(C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and	
	(D) examine the record of collective , non-free market economic systems in contemporary world societies.	
	(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: (A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries;	
	(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and	

	(C) identify and describe the effects of government regulation and taxation on economic development and business planning.	
	(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	
	(B) compare the characteristics of limited and unlimited governments;	
	(C) identify reasons for limiting the power of government; and	Including Ghandi, China, North Korea
	(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	Including Tiananmen Square
	(12) Government. The student understands various ways in which people organize governments. The student is expected to: (A) identify and give examples of governments with rule by one, few, or many;	
	(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function ; and	Including India, China, North Korea, South Korea, and Japan
	(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (A) define culture and the common traits that unify a culture region;	Including the caste system of India
	(B) identify and describe common traits that define cultures;	
	(E) analyze the similarities and differences among various world societies; and	
	(F) identify and explain examples of conflict and cooperation between and among cultures.	

	<p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>	
	<p>(B) compare characteristics of institutions in various contemporary societies; and</p>	
	<p>(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.</p>	
	<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(A) identify and describe how culture traits such as trade, travel, and war spread;</p>	<p>Including Silk Trade</p>
	<p>(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;</p>	
	<p>(C) evaluate the impact of improved communication technology among cultures;</p>	
	<p>(D) identify and define the impact of cultural diffusion on individuals and world societies; and</p>	
	<p>(E) identify examples of positive and negative effects of cultural diffusion.</p>	
	<p>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	
	<p>(B) relate ways in which contemporary expressions of culture have been influenced by the past;</p>	

	(C) describe ways in which contemporary issues influence creative expressions; and	
	(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.	Including Kipling tales, Haiku, cinquain, calligraphy, and Confucius teachings
	(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	
	(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	
	(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. 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;	
	(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and	
	(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	
Processes and Skills	(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:	

	(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;	
	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	
	(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	
	(D) identify different points of view about an issue or current topic;	
	(E) identify the elements of frame of reference that influenced participants in an event; and	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Including map of India & its neighbors, China, Japan, North Korea & South Korea
	(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
	(A) use social studies terminology correctly;	
	(B) incorporate main and supporting ideas in verbal and written communication based on research;	
	(C) express ideas orally based on research and experiences;	
	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;	
	(E) use standard grammar, spelling, sentence structure, and punctuation; and	
	(F) use proper citations to avoid plagiarism.	
	(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a	

	<p>variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	
	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
Topics	<p>A-C Land and economy People and culture Taiwan and Mongolia Japan North Korea and South Korea</p>	
Facts		
Language of Instruction	<p>A: cottage industry subsistence farming B: consumer producer command economy free enterprise communism human rights exile globalization high-technology industries landlocked C: archipelago famine constitutional monarchy</p>	

State Assessment Connections	
National Assessment Connections	
Resources	<p>OWT p. 160 + Standardized Test Skills Handbook- p. 678+ Nations of the World Data Bank - p. 690+ Nystrom atlas Jr. Scholastic News Magazine www.socialstudies.tea.state.tx.us</p>