

6th Grade – World Cultures Overview 2025-2026

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller, isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

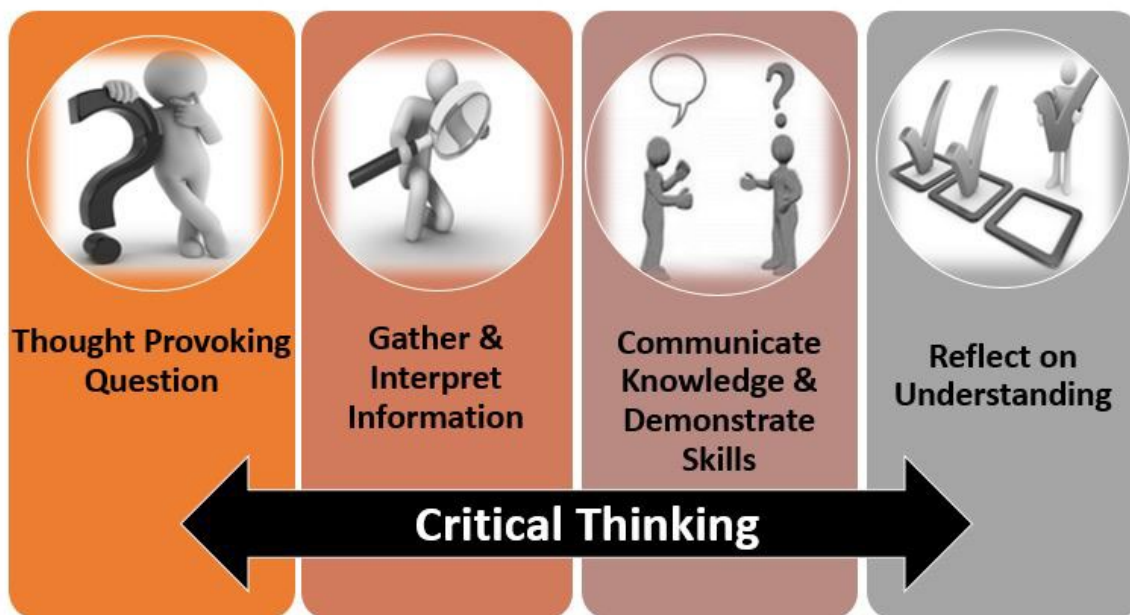
Instructional Model – The structures, guidelines or models in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Adopted Resources

[FBISD Middle School Resources](#)

Process Standards

- 6.19** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
- 6.20** The student uses geographic tools to collect, analyze, and interpret data.
- 6.21** The student communicates in written, oral, and visual forms.
- 6.22** The student uses problem-solving and decision-making skills, working independently and with others.

| Grading Period 1 | | |
|--|-----------------------------|---|
| Unit 1 – Introduction to Geography – Physical and Human Geography | | |
| Estimated Date Range: 8/12--8/28 | | |
| Assessments | | |
| State Assessments N/A | District Assessments N/A | Common Formative Assessments N/A |
| Unit Overview: In this two-concept unit, students will study physical and human geography. The major focus of this unit is that students build an understanding of the difference between physical and human geography. | | |
| Big Ideas: <ul style="list-style-type: none">There are several patterns that can be identified on the earth’s surface.Understanding geography is a key to understanding the development of societies. | | |
| Thought Provoking Questions <ul style="list-style-type: none">What information can we gain from studying the earth?How does where you live impact how you live? | | |
| Concepts within Unit 1 | | TEKS |
| Concept #1: Understanding Geography and Geographer’s Tools | | 6.3C, 6.20A, 6.20D |
| Concept #2: Regions of the World | | 6.3A, 6.3D, 6.5B, 6.20A, 6.20B, 6.20C |
| Unit 2 – Understanding Culture and the Basic Institutions of Society | | |
| Estimated Date Range: 8/29-10/03 | | |
| Assessments | | |
| State Assessments N/A | District Assessments N/A | Common Formative Assessments Unit 2, Concept 2 |
| Unit Overview: In this four-concept unit, students will study culture, religion, government, and economics. The major focus of this unit is that students build an understanding of the elements of culture, including religion, government, and economics. | | |
| Big Ideas: <ul style="list-style-type: none">Values and cultures are spread by exploration and contact with other societies.There are different types of governments.Availability of resources influences a country's level of development.Religion affects culture in various ways. | | |
| Thought Provoking Questions <ul style="list-style-type: none">How do people from one place influence people in another place?What determines the power of a government?Who or what drives the economy?In what ways does religion affect the lives of people in different societies? | | |
| Concepts within Unit 2 | | TEKS |
| Concept #1: Culture and Diffusion | | 6.13A, 6.14A, 6.15A, 6.15B, 6.20C |
| Concept #2: Types of Governments | | 6.9A, 6.9B, 6.9C, 6.10A, 6.10B, 6.10C, 6.11B, 6.20C |
| Concept #3: Economics | | 6.4A, 6.6A, 6.6B, 6.7A, 6.7B, 6.8A, 6.8B, 6.20C |
| Concept #4: Religion | | 6.14A, 6.14B, 6.14C, 6.17A, 6.17B, 6.20C |

Grading Period 1 & 2

Unit 3 – U.S. & Canada: Discovery, Democracy, and Diversity

Estimated Date Range GP1: 10/6-11/13

Note: This unit spans two grading periods (5 days in GP1 and 18 days in GP2)

Assessments

State Assessments
N/A

District Assessments
N/A

Common Formative Assessments
Unit 3, Concept 3

Unit Overview:

In this three-concept unit, students will study the culture region of the United States and Canada. The major focus of this unit is that students build an understanding the history, government, and multiculturalism of the United States and Canada.

Big Ideas:

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

Thought Provoking Questions

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

Concepts within Unit 3

TEKS

Concept #1: Geography

6.3A, 6.3C, 6.3D

Concept #2: History/Culture

6.1A, 6.3B, 6.13A, 6.13B, 6.13C, 6.14A, 6.14C, 6.15D, 6.18A

Concept #3: Politics and Economics

6.2A, 6.6A, 6.6C, 6.7A, 6.7B, 6.7C, 6.8A, 6.8B, 6.9A, 6.11A, 6.11B, 6.12A, 6.12B, 6.19D

Grading Period 2

Unit 4 – Latin America: Conquest, Colonialism, and Converging Cultures

Estimated Date Range: 11/14-12/17

Assessments

State Assessments
N/A

District Assessments
N/A

Common Formative Assessments
N/A

Unit Overview:

In this three-concept unit, students will study the culture region of Latin America, including Mexico, Central America, South America, and the Caribbean Islands. The major focus of this unit is that students build an understanding how the culture of the region has been shaped by the influences of European exploration.

Big Ideas:

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

Thought Provoking Questions

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

| Concepts within Unit 4 | TEKS |
|------------------------------------|---|
| Concept #1: Geography | 6.3A, 6.3C, 6.3D |
| Concept #2: History/Culture | 6.1A, 6.2B, 6.13A, 6.13D, 6.14A, 6.14C, 6.15A, 6.16A |
| Concept #3: Politics and Economics | 6.4B, 6.6A, 6.7A, 6.7C, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B |

Grading Period 3

Unit 5 – Europe: Lasting Legacies and Current Challenges

Estimated Date Range: 1/08-2/06

| Assessments | | |
|--------------------------|-----------------------------|-------------------------------------|
| State Assessments N/A | District Assessments N/A | Common Formative Assessments N/A |

Unit Overview:

In this three-concept unit, students will study the geographic region of Europe. The major focus of this unit is that students build an understanding of how the history of Europe's cycle of conflict has led to worldwide changes.

Big Ideas:

- Geography affects where and how people live.
- Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

Thought Provoking Questions

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

| Concepts within Unit 5 | TEKS |
|------------------------------------|--|
| Concept #1: Geography | 6.3A, 6.3C, 6.3D |
| Concept #2: History/Culture | 6.2B, 6.13A, 6.13D, 6.14A, 6.15A, 6.16B, 6.16C |
| Concept #3: Politics and Economics | 6.6A, 6.7A, 6.8A, 6.9A, 6.9B, 6.12A |

Unit 6 – Southwest Asia and North Africa (SWANA): Religion and Rivalries

Estimated Date Range: 2/09-3/13

| Assessments | | |
|--|-----------------------------|---|
| State Assessments TELPAS Window 2/16-3/27 | District Assessments N/A | Common Formative Assessments Unit 6, Concept 3 |

Unit Overview:

In this three-concept unit, students will study the culture region of Southwest Asia and North Africa. The major focus of this unit is that students build an understanding of how the region's rich history in geography has led to religious and economic conflict.

Big Ideas:

- Geography affects where and how people live.

- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

Thought Provoking Questions

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

| Concepts within Unit 6 | TEKS |
|------------------------------------|---|
| Concept #1: Geography | 6.3A, 6.3C, 6.3D |
| Concept #2: History/Culture | 6.1A, 6.1B, 6.13A, 6.13D, 6.14A, 6.14C, 6.15D |
| Concept #3: Politics and Economics | 6.4B, 6.6A, 6.7A, 6.8A, 6.8B, 6.9C, 6.11B |

Grading Period 3 and 4

Unit 7 – Sub-Saharan Africa: Natural Resources and Nationalism

Estimated Date Range: 3/23-4/17

| Assessments | | |
|--|-----------------------------|-------------------------------------|
| State Assessments STAAR RLA TELPAS Window: 2/16-3/27 | District Assessments N/A | Common Formative Assessments N/A |

Unit Overview:

In this four-concept unit, students will study Africa south of the Sahara Desert. The major focus of this unit is that students build an understanding how Europe took advantage of region's natural and labor resources.

Big Ideas:

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

Thought Provoking Questions

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

| Concepts within Unit 7 | TEKS |
|------------------------------------|--|
| Concept #1: Geography | 6.3A, 6.3C, 6.3D |
| Concept #2: History/Culture | 6.2B, 6.13A, 6.14A, 6.14C |
| Concept #3: Politics and Economics | 6.6A, 6.6C, 6.7A, 6.7B, 6.8B, 6.11B, 6.13B 6.18B |

| Grading Period 4 | | |
|---|--|---|
| Unit 8 – Asia (South, East, Southeast): Past, Progress, and Population Patterns | | |
| Estimated Date Range: 4/20-5/8 | | |
| State Assessments STAAR Math | Assessments District Assessments N/A | Common Formative Assessments Unit 8, Concept 3 |
| Unit Overview: In this three-concept unit, students will study South Asia, Southeast Asia, and East Asia. The major focus of this unit is that students build an understanding of how the history influences the present and, even with much progress, history is still a large part of everyday life for the large population of the region. | | |
| Big Ideas: <ul style="list-style-type: none"> • Geography influences where and how people live. • Patterns of change and continuity can be observed across time and place. • All societies have systems in place to support how they function. | | |
| Thought Provoking Questions <ul style="list-style-type: none"> • How does where you live impact how you live? • How are we impacted by the past? • Why do societies have systems in place? | | |
| Concepts within Unit 8 | | TEKS |
| Concept #1: Geography | | 6.3A, 6.3C, 6.3D, 6.5A, 6.5C |
| Concept #2: History/Culture | | 6.13A, 6.14A, 6.14B, 6.14C, 6.18C |
| Concept #3: Politics and Economics | | 6.6A, 6.7A, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B |
| Unit 9 – Oceania and The Pacific Realm | | |
| Estimated Date Range: 5/11-5/28 | | |
| State Assessments N/A | Assessments District Assessments N/A | Common Formative Assessments N/A |
| Unit Overview: In this three-concept unit, students will study Australia, Oceania, and Antarctica. The major focus of this unit is that students build an understanding of how the isolation of the region has created a unique culture of its own. | | |
| Big Ideas: <ul style="list-style-type: none"> • Geography influences where and how people live. • Patterns of change and continuity can be observed across time and place. • All societies have systems in place to support how they function. | | |
| Thought Provoking Questions <ul style="list-style-type: none"> • How does where you live impact how you live? • How are we impacted by the past? • Why do societies have systems in place? | | |

| Concepts within Unit 9 | TEKS |
|------------------------------------|---|
| Concept #1: Geography | 6.3A, 6.3C, 6.5A, 6.5B, 6.5C |
| Concept #2: History/Culture | 6.13A, 6.14A, 6.14C, 6.18C |
| Concept #3: Politics and Economics | 6.6A, 6.7A, 6.7B, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B |