


6th Grade World Cultures Curriculum Bundle #1

Title		Suggested Dates
Introduction to Culture and Citizenship		August 25 – September 11, 2009 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Understanding our own specific culture, in terms of school and family, can help us understand other cultures in the world, which are coming up in future bundles. • Citizenship is about knowing and respecting our rights and responsibilities. 	<ul style="list-style-type: none"> • How do communities depend on their citizens' voluntary participation to be successful? • Who are you? • Where did you come from? • What are the common features of culture?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
TEACHER NOTE: Citizenship TEKS are meant to work well with classroom rules and the <i>Capturing Kids' Hearts</i> social contract. The social contract will effectively teach many of the Citizenship TEKS.		
<p>6.13 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.13A describe roles and responsibilities of citizens in selected contemporary societies including the United States;</p>	<p>Civic responsibilities:</p> <ul style="list-style-type: none"> • voting • obeying the law • paying taxes <p>TEACHER NOTE: Consider teaching civic responsibilities for the larger U.S. within the context of the classroom. Some of the students' responsibilities might include following school handbook and classroom guidelines and procedures, participating in or selecting student leaders (for Student Council or for specific classroom procedures or lessons). Paying taxes is immediately applicable to students through the sales tax they pay when purchasing a candy bar, etc.</p>	
<p>6.14 Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p> <p>6.14A identify and explain the importance of voluntary civic participation in democratic societies;</p>	<p>How do students have a voice in making school and classroom rules and guidelines?</p> <p>TEACHER NOTE: You might discuss with students how their participation within each class differs depending on each teacher's style and rules, how citizenship in the common areas (hallways, cafeteria, basketball court, etc.)</p>	

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and	classrooms is similar and different.									
<p>6.14 Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p> <p>6.14B explain relationships among rights and responsibilities in democratic societies.</p>	<p>How do rights and responsibilities affect student success? Where do rights and responsibilities begin and end?</p> <table border="1" data-bbox="705 298 1335 548"> <thead> <tr> <th data-bbox="705 298 1016 331">Rights</th> <th data-bbox="1022 298 1335 331">Responsibilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 336 1016 391">Respect from others</td> <td data-bbox="1022 336 1335 391">Respect for self, others, property</td> </tr> <tr> <td data-bbox="705 396 1016 451">Learn (right to an education)</td> <td data-bbox="1022 396 1335 451">Participate in class, do homework, etc.</td> </tr> <tr> <td data-bbox="705 456 1016 548">Safety</td> <td data-bbox="1022 456 1335 548">Obeying the rules to keep people from physical and emotional harm</td> </tr> </tbody> </table>	Rights	Responsibilities	Respect from others	Respect for self, others, property	Learn (right to an education)	Participate in class, do homework, etc.	Safety	Obeying the rules to keep people from physical and emotional harm	
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<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>6.15A define the concepts of culture and culture region;</p>	<p>Culture—Culture is the total pattern of human behavior and its products embodied in thought, speech, action, and artifacts and dependent upon human’s capacity for learning and transmitting knowledge to succeeding generations through the use of tools, language, and systems of abstract thought. It encompasses the body of customs, beliefs, social forms, and material traits which are distinct to a racial, ethnic, religious, or social group.</p> <p>Culture region—A culture region is an area within which a particular culture system prevails. It is marked by all the characteristics of a culture including the ways people dress, the foods they eat, their belief systems, ways of earning a living, building styles, and so on. West Africa, Polynesia, and Middle America are examples of culture regions.</p>									
<p>6.16 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>6.16A identify institutions basic to all societies, including government, economic, educational, and religious institutions; and</p>	<p>Cultural features are common to all cultures –this list is template as to how we will study each region</p> <p>Cultural features are traits & institutions:</p> <ul style="list-style-type: none"> • geography • government • education • economics • religion • language (oral and written) • arts • architecture and shelter 	<p>The Common Quilt: Discovering Our Cultural Heritage lesson plan from the Detroit Institute of Art</p>								

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	<ul style="list-style-type: none"> • clothing • food • tools and technology 															
<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>6.15B describe some traits that define cultures;</p>	Describe the cultural features listed in 6.16A in your home and school.															
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.17D explain why cultures borrow from each other;</p>	<p>Question: What are reasons cultures borrow from each other?</p> <ul style="list-style-type: none"> • Efficiency (need a better way) • Necessity (lack of things) • Profit • Geographic location 															
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.17E evaluate how cultural borrowing affects world cultures; and</p>	<p>Question: How does cultural borrowing affect students? It results in cultural blending of cultural features (listed in 6.16A) such as food, language, religion (i.e. PISD students eat wonton soup, use the word <i>rodeo</i>, and learn Algebra).</p>															
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>6.4C explain ways in which human migration influences the character of places and regions; and</p>	<p>Question is “How has human migration affected classroom, school, and PISD?”</p> <p>TEACHER NOTE: How did your students and their families get to their current homes in the Austin area (PISD)?</p> <p>Have students map the following PISD languages. Please note that these are in order after English as the most used languages in PISD.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">PISD</th> <th style="text-align: left;">Where those languages are spoken now</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>Europe, South America, North America</td> </tr> <tr> <td>Vietnamese</td> <td>Vietnam</td> </tr> <tr> <td>Urdu</td> <td>Pakistan</td> </tr> <tr> <td>Korean</td> <td>Korea</td> </tr> <tr> <td>Arabic</td> <td>Saudi Arabia, United Arab Emirates, Iraq, Jordan, Lebanon, Morocco, Mauritania, and more</td> </tr> <tr> <td>Ibo/Igbo</td> <td>Nigeria</td> </tr> </tbody> </table>	PISD	Where those languages are spoken now	Spanish	Europe, South America, North America	Vietnamese	Vietnam	Urdu	Pakistan	Korean	Korea	Arabic	Saudi Arabia, United Arab Emirates, Iraq, Jordan, Lebanon, Morocco, Mauritania, and more	Ibo/Igbo	Nigeria	<p>TEACHER NOTE: One way to teach where our students are coming from is to begin by reteaching the continents and then plotting it on a classroom map. HOW DO WE GET STUDENTS TO IDENTIFY THEIR ANCESTRY? Types of restaurants in area? Languages in district?</p> <p>PISD Language Statistics</p> <p>Immigrants to the U.S. (1992) from Top Ten Countries of Birth from Maps101.com</p> <p>The Spanish-Speaking United States Lesson Plan from Maps101.com</p> <p>World Language Families Map from Maps101.com</p>
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Know primary languages of continents:

- Africa
- Asia
- Europe
- Australia
- South America
- North America (Canada and Mexico)