

# 6th Grade World Cultures Syllabus Outline

BEN FIELD - LAKE DALLAS MIDDLE SCHOOL

**Teacher:** Ben Field

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**Classroom:** 634

**Fall Semester 2025**

**Conference Time: (1:42 - 2:27) Monday - Friday**

Dear Parents and Guardians,

Welcome to 6th Grade at Lake Dallas Middle School! This syllabus outlines the course plan for your child's class this semester, including key topics, expectations, and how you can support their success. As required by Texas law (Senate Bill 12), this document serves as the instructional plan and is available for your review. I look forward to working with you and your child!

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## Course Description (INSTRUCTIONAL PLAN)

Welcome to 6th Grade World Cultures! In this class, students will embark on an exciting journey around the globe to explore the rich diversity of people, places, and traditions that shape our world. We will study different regions—including Africa, Asia, Europe, the Middle East, the Americas, and Oceania—while exploring how geography, history, religion, language, and daily life influence cultures.

Students will participate in engaging discussions, hands-on projects, creative activities, and cultural simulations to bring each region to life. This course aims to build global awareness, celebrate diversity, and help students grow into respectful, curious global citizens.

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# Course Overview (INSTRUCTIONAL PLAN)

## 1. What Is Culture?

**Learning Objective:** Students learn about using maps as tools for finding absolute location with latitude and longitude and for observing spatial patterns. Students then progress to taking a macro look at the world by first learning about regions as a spatial pattern used by geographers to study the world. Students progress to studying about how cultural traits are used to distinguish the worlds' culture regions and about how culture is reflected in the cultural landscapes of each region.

**TEKS :** 6.19A, 6.19B, 6.19C, 6.20A, 6.20B, 6.20C, 6.20D, 6.21A, 6.21B, 6.21D, 6.21E, 6.19A, 6.19B, 6.20A, 6.20D, 6.7A, 6.7B, 6.9A, 6.10A, 6.10B, 6.14A, 6.14B, 6.19B, 6.19C, 6.19D, 6.21A, 6.21B, 6.21D, 6.21E, 6.14A, 6.14B, 6.17A, 6.17B, 6.19A, 6.19B, 6.19C, 6.19D, 6.19E, 6.19F, 6.20C, 6.21A, 6.21B, 6.21D, 6.21E, 6.21F

- Culture basics: customs, values, food, traditions, language, religion.
- Cultural universals vs. cultural differences.
- Create-your-own-culture project.

## 2. United States, Canada, Mexico, and the Caribbean

**Learning Objective:** In this unit, students refine an understanding of a culture region and how the construct of the region helps geographers examine the world. Students examine the physical geography of the United States and Canada along with studying how the historical processes of colonization and immigration influence cultural patterns in the region. Additionally, students study the political and economic systems of the United States and Canada with an emphasis on how these institutions reflect a culture that values freedom. All social studies skills expectations are included in this unit to support the historical inquiry process that should be incorporated into classroom instruction and assessment.

**TEKS :** 6.3C, 6.3D, 6.19C, 6.20A, 6.20B, 6.20C, 6.20D, 6.1A, 6.2A, 6.3B, 6.13B, 6.13C, 6.19A, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E, 6.2A, 6.3B, 6.9A, 6.9B, 6.10C, 6.11A, 6.12A, 6.12B, 6.19A, 6.19B, 6.19E, 6.21A, 6.21B,

6.21D, 6.21E, 6.21F, 6.22A, 6.7B, 6.7C, 6.8A, 6.18A, 6.18B, 6.18C, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E

- Key landforms: Rocky Mountains, Great Plains, Great Lakes, deserts, rainforests, and coastlines
- Climate zones and how geography affects culture

### **3. The Americas (Central America)**

**Learning Objective:** In this unit, students continue to study about how the processes of colonization and migration bring about cultural changes. Specifically, students examine Latin America's physical geographic patterns, the cultural patterns of Latin America prior to the arrival of Europeans, and the cultural changes brought about by colonization and the Columbian Exchange. Additionally, students examine the architecture and arts of Latin America as they reflect a blending of cultural elements that characterize the region. Lastly, students learn about how economic development and human environmental interaction are intertwined in Latin America.

**TEKS:** 6.3C, 6.3D, 6.20A, 6.20B, 6.20C, 6.20D, 6.1A, 6.2A, 6.2B, 6.3B, 6.13B, 6.13C, 6.15A, 6.15D, 6.19A, 6.19B, 6.21A, 6.21D, 6.1A, 6.2B, 6.3B, 6.13B, 6.13C, 6.15A, 6.15B, 6.15D, 6.19A, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E, 6.3B, 6.15D, 6.16A, 6.16B, 6.16C, 6.19A, 6.19B, 6.19C, 6.21B, 6.21D, 6.21E 6.5C, 6.6B, 6.15B, 6.19A, 6.19B, 6.19D, 6.21A, 6.21B, 6.21D, 6.21E

- Indigenous civilizations: Maya, Inca, Aztec, Native Americans.
- Cultural fusion through colonization.
- Festivals: Day of the Dead, Carnival.
- Activity: Create a cultural celebration poster or artifact.

### **4. Europe**

**Learning Objective:** .In this unit, students examine the shared culture of Europeans, how physical geography impacted economic development in Europe, how during the twentieth century Europeans have struggled with world conflicts, and how the European Union facilitated unity in the region. Additionally, students learn about the continuing challenge to assimilate immigrants in Europe

**TEKS:** 6.1A, 6.2B, 6.16A, 6.16C, 6.19A, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E, 6.3C, 6.3D, 6.19B, 6.19C, 6.20A, 6.20B, 6.20C, 6.21B, 6.21D, 6.21E, 6.1B, 6.6A, 6.6C, 6.13D, 6.19A, 6.19B, 6.19C, 6.19D, 6.20D, 6.21A, 6.21B, 6.21D, 6.21E, 6.1A, 6.2B, 6.3B, 6.13B, 6.13C, 6.13D, 6.15D, 6.19A, 6.19B, 6.19D, 6.21A, 6.21B, 6.21D, 6.21E

- Historical highlights: Ancient Greece/Rome, Renaissance.
- Diverse cultures and languages.
- Food, music, holidays, and daily life.
- Activity: Mini European food tasting or Renaissance day.

## **5. Asia**

**Learning Objective:** In this unit, students first study the physical geography of Russia and the Eurasian republics. Students then learn about the pattern of political, economic, and cultural domination of the Soviet Empire, including the imposition of communism in the region. Students study about the collapse of the Soviet Union, and the emergence of new political, social, and economic patterns in the region, including the ensuing conflicts.

**TEKS:** 6.3C, 6.3D, 6.19B, 6.19C, 6.1B, 6.3B, 6.7A, 6.7B, 6.9A, 6.15D, 6.19A, 6.19B, 6.21B, 6.21D, 6.21E, 6.1A, 6.1B, 6.6A, 6.10A, 6.10B, 6.13D, 6.15D, 6.19A, 6.19B, 6.19C, 6.19D, 6.21A, 6.21B, 6.21D, 6.21E

- Religions: Hinduism, Buddhism, Confucianism.
- Key cultural traditions and innovations.
- Activity: Create Rangoli art or learn Chinese calligraphy.

## **6. Middle East**

**Learning Objective:** .In this unit, students examine the relationship between religion and culture in Southwest Asia/North Africa, how new political patterns emerged in the region following the world wars, how the availability of water and oil affect economic patterns in the region, and how the diffusion of technology has affected culture changes in the region

**TEKS:** 6.1A, 6.14C, 6.17A, 6.19B, 6.21B, 6.21D, 6.21E, 6.1A, 6.1B, 6.3C, 6.3D, 6.19B, 6.19C, 6.20A, 6.20B, 6.20D, 6.21B, 6.21E, 6.1A, 6.4A, 6.4B, 6.5B, 6.5C, 6.6A, 6.6B, 6.6C, 6.19B, 6.19D, 6.20C, 6.21A, 6.21B, 6.21D, 6.21E, 6.1B, 6.13D, 6.15B, 6.15C, 6.15D, 6.18C, 6.19A, 6.19B, 6.19C, 6.19D, 6.21B, 6.21D, 6.21E

- Geography and religious origins: Judaism, Christianity, Islam.
- Ancient innovations and architecture.
- Modern life and traditions.
- Activity: Timeline of inventions or cultural artifact projects.

## **7 and 8. Africa**

**Learning Objective:** In this unit, students examine the relationship between religion and culture in Southwest Asia/North Africa, how new political patterns emerged in the region following the world wars, how the availability of water and oil affect economic patterns in the region, and how the diffusion of technology has affected culture changes in the region

**TEKS:**6.3D, 6.4A, 6.4B, 6.5A, 6.19B, 6.19C, 6.20A, 6.20B, 6.20C, 6.20D, 6.21B, 6.21E, ELPS.c.1C, ELPS.c.5B, 6.1A, 6.1B, 6.2B, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E, ELPS.c.1C, ELPS.c.5C, 6.1A, 6.1B, 6.2B, 6.9C, 6.19B, 6.21A, 6.21B, 6.21D, 6.21E, ELPS.c.1G, ELPS.c.5D6.1A, 6.16A, 6.16C, 6.19A, 6.19B, 6.19C, 6.21A, 6.21B, 6.21D, 6.21E, ELPS.c.1C, ELPS.c.5C

- Regions: North, Sub-Saharan, East, West, South.
- Ancient civilizations: Egypt, Mali.
- Traditions, music, art, and languages.
- Activity: African mask-making or music workshop

## **8.Oceania and Indigenous Cultures**

**Learning Objective:** In this unit, students study about how physical geography has influenced settlement patterns in the region, how the relationship between indigenous populations and a history of migration has shaped cultural patterns in the region, and how adaptations to the physical geography impacts economic development in the region.

**TEKS:** 6.3A, 6.3C, 6.3D, 6.20A, 6.20B, 6.20C, 6.20D, ELPS.c.1C, ELPS.c.5B, 6.1A, 6.13C, 6.16A, 6.19A, 6.19B, 6.19C, 6.21D, ELPS.c.1C, ELPS.c.5B6.5A, 6.5B, 6.5C, 6.7A, 6.19B, 6.21B, 6.21D, 6.21E, ELPS.c.1G, ELPS.c.5D

- Aboriginal and Maori culture.
- Polynesian myths and traditions.
- Geography and island life.
- Activity: Dot painting or traditional dance exploration.

I encourage ongoing communication with parents and guardians. Please feel free to reach out via email with questions or concerns at [bfield@ldisd.net](mailto:bfield@ldisd.net)

Thank you for supporting your child's education! Feel free to contact me with questions.

Sincerely,

Coach Field