

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!

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.

Course Overview (INSTRUCTIONAL PLAN)

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

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

Sincerely,

Coach Field