

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Connecting Themes/Enduring Understandings Used in DOE Samples

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout the courses. Following the term is an enduring understanding that gives focus to the theme and, in parentheses, the grades or courses where they appear. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

- **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. (USH, AG)
- **Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result. (6, 7, 8, WH, USH, WG)
- **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. (AG)
- **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. (6,7, WH, USH, WG)
- **Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. (8, USH, AG)
- **Gain from Trade:** The student will understand that parties trade voluntarily when they expect to gain. (Economics)
- **Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.(6, 7,WH)
- **Human Environmental Interaction:** The student will understand that humans, their society, and the environment affect each other. (6,7, WG)
- **Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. (8, WH, USH, AG, WG)
- **Incentives:** The student will understand that parties respond predictably to positive and negative incentives. (Economics)
- **Interdependency:** The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties. (Economics)
- **Location:** The student will understand that location affects a society's economy, culture, and development. (6, 7, 8, WH, USH, WG)
- **Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved. (6, 7, 8, WH, USH)
- **Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. (6, 7, 8, USH, WG)
- **Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. (8,AG)
- **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. (Economics)
- **Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society. (8, USH, WH)
- **Time, Change, Continuity:** The student will understand that while change occurs over time, there is continuity to the basic structure of a society. (6,7, WH)

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

SIXTH GRADE

Standards: The focus of this important first unit is on the concepts and enduring understandings rather than specific standards.	Standards: SS6G8a,b; SS6G10a,b; SS6G11a,b,c; SS6CG4a,b,c; SS6CG5a,b; SS6H7b,c	Standards: SS6G9a; SS6E5a,b,c; SS6E6a,b; SS6E7a,b,c,d	Standards: SS6H6a,b,c,d; SS6H7a
Unit One focus: <h3 style="text-align: center;">Concepts Used in Global Studies</h3>	Unit Two focus: <h3 style="text-align: center;">Europe Today</h3>	Unit Three focus: <h3 style="text-align: center;">Environmental and Economic Forces in Europe</h3>	Unit four focus: <h3 style="text-align: center;">Europe's Historical Influence</h3>
<ul style="list-style-type: none"> • CONFLICT & CHANGE • CULTURE • GOVERNANCE • HUMAN ENVIRONMENTAL INTERACTION • LOCATION • PRODUCTION, DISTRIBUTION, & CONSUMPTION • TIME, CHANGE, & CONTINUITY • MOVEMENT & MIGRATION 	<p>CULTURE</p> <ul style="list-style-type: none"> • Diversity of European Culture (G11a) • Religions (G11b) • Impact of Literacy Rate (G11c) <p>GOVERNANCE</p> <ul style="list-style-type: none"> • Organizational structure (CG4a,b,c) <i>(If information in CG4a , b ,c was taught in another region, only review is necessary.)</i> • Modern European Governments (CG5a) • European union (CG5b) <p>LOCATION</p> <ul style="list-style-type: none"> • Major countries (G8b) • Physical features (G8a) • Role of location (G10a,b) <p>CONFLICT & CHANGE</p> <ul style="list-style-type: none"> • Modern European Historical Influences (H7b,c) 	<p>HUMAN ENVIRONMENTAL INTERACTION</p> <ul style="list-style-type: none"> • Environmental issues (G9a) <p>PRODUCTION, DISTRIBUTION, & CONSUMPTION</p> <ul style="list-style-type: none"> • Economic systems (E5a, b, c) <i>(If information in E5a, b was taught in another region, only review is necessary.)</i> • Factors affecting economic growth (E7a, b, c, d) • Impact of trade (E6a,b) • Voluntary trade (E6b) 	<p>CONFLICT & CHANGE</p> <ul style="list-style-type: none"> • Post-World War I Developments (H7a) <p>MOVEMENT/MIGRATION</p> <ul style="list-style-type: none"> • Exploration (H6a) • Expansion of empires (H6b,c,d)

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

SIXTH GRADE

Standards: SS6H3a,b; SS6G1a,b; SS6G3a,b; SS6G4a,b,c; SS6CG1a,b,c; SSCG2a; SS6E2b,c	Standards: SS6G2a, SS6E1a,b,c; SS6E2a,b,c,d; SS6E3a,b,c,d	Standards: SS6H1b; SS6H2a,b,c	Standards: SSH4a,b; SS6H5a; SS6CG1a,b,c; SS6CG3a
Unit five focus: <h3 style="text-align: center;">Latin America Today</h3>	Unit six focus: <h3 style="text-align: center;">Environmental and Economic Forces in Latin America</h3>	Unit seven focus: <h3 style="text-align: center;">Latin America's Cultural Legacy</h3>	Unit eight focus: <h3 style="text-align: center;">Canada Today</h3>
<p>CONFLICT & CHANGE</p> <ul style="list-style-type: none"> • Guerrilla movements (H3b) • Cuban Revolution (H3a) <p>CULTURE</p> <ul style="list-style-type: none"> • Blending of ethnic groups (G4a) • Diversity through language (G4b,) • Impact of literacy (G4c) <p>GOVERNANCE</p> <ul style="list-style-type: none"> • Organizational structure (CG1a,b,c) <i>(If information in CG1a, b, c was taught in another region, only review is necessary.)</i> • Role of citizen (CG2a) <p>LOCATION</p> <ul style="list-style-type: none"> • Major countries (G1b) • Physical features (G1a) • Role of location (G3a,b, E2b,c) 	<p>HUMAN ENVIRONMENTAL INTERACTION</p> <ul style="list-style-type: none"> • Environmental issues (G2a) <p>PRODUCTION, DISTRIBUTION, & CONSUMPTION</p> <ul style="list-style-type: none"> • Factors affecting economic growth (E3a,b,c,d,) • Impact of trade (E2a,b,c,d) • Economic systems (E1a,b,c) <i>(If information in E1a, b was taught in another region, only review is necessary.)</i> 	<p>CONFLICT & CHANGE</p> <ul style="list-style-type: none"> • Impact of Columbian Exchange (H1b) • Independence movement (H2c) <p>MOVEMENT/MIGRATION</p> <ul style="list-style-type: none"> • Impact of African slave trade (H2a) • Influence of Spanish and Portuguese (H2b) 	<p>CONFLICT & CHANGE</p> <ul style="list-style-type: none"> • Quebec's Independence movement (H5a) <p>CULTURE</p> <ul style="list-style-type: none"> • Multiple languages (H4a) • Religion (H4a) <p>GOVERNANCE</p> <ul style="list-style-type: none"> • Organizational structure (CG1a,b,c) <i>(If information in CG1a, b, c was taught in another region, only review is necessary.)</i> • Canadian Government (CG3a) <p>TIME, CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> • Canada's independence (H4b)

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

SIXTH GRADE

Standards: SS6G5a; SS6G6a,b; G7a; SS6E1a,b,c; SS6E2a,b,c,d; SS6E3a,b,c,d	Standards: SS6G13a,b; SS6G14a,b; SS6CG6a,b,c; SS6CG7a; SSE8a,b,c; SS6E9a,b,c; S6E10a,b,c,d; SS6H8a; SS6H9a,b	Standards: SS6E4
Unit nine focus: <h3 style="text-align: center;">Environmental and Economic Forces in Canada</h3>	Unit ten focus: <h2 style="text-align: center;">Australia</h2>	Unit eleven focus: <h3 style="text-align: center;">Your Financial Future</h3>
HUMAN ENVIRONMENTAL INTERACTION <ul style="list-style-type: none"> • Environmental issues (G7a) • Resources and environment (G7a) LOCATION <ul style="list-style-type: none"> • Physical features (G5a) • Role of location (G6a) PRODUCTION, DISTRIBUTION, & CONSUMPTION <ul style="list-style-type: none"> Factors affecting economic growth (E3a,b,c,d) <i>(If information in E1a,b was taught in another region, only review is necessary.)</i> • Impact of trade (G6b, E2a,b,c,d) 	CONFLICT & CHANGE <ul style="list-style-type: none"> • European impact & colonization (H9a, b) CULTURE <ul style="list-style-type: none"> • Impact of colonization on language & religion (G14a) • Impact of literacy rate. (G14b) GOVERNANCE <ul style="list-style-type: none"> • Forms of government (CG6a,b,c) <i>(If information in CG6a,b,c was taught in another region, only review is necessary.)</i> • Structure of government in Australia (CG7a) LOCATION <ul style="list-style-type: none"> • Physical features (G13a,b) 	PRODUCTION, DISTRIBUTION, & CONSUMPTION <ul style="list-style-type: none"> • Economic Systems (E8a, b, c) <i>(If information in E8a,b was taught in another region, only review is necessary.)</i> • Factors affecting economic growth (E10a, b, c, d) • Impact of trade (E9a, b, c) TIME, CHANGE & CONTINUITY <ul style="list-style-type: none"> • Origins and development of culture before/after arrival of Europeans (H8a)