

Connecting Themes/Enduring Understandings Used in 6th Grade Social Studies

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.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

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

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved

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.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics, Personal Finance)

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

6th Grade Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the 6th Grade Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: Europe: Geography and Economics – Making the Connection	Unit 3: Europe: Past Shapes the Present	Unit 4: Latin America: Physical and Human Geography
GSE for Social Studies	NA	SS6G7, SS6G8, SS6G9, SS6E8, SS6E9	SS6G10, SS6H3, SS6CG3, SS6E7	SS6G1, SS6G2, SS6G3, SSH1 a,b
Key Concepts	Conflict and Change Culture Gain from Trade Governance Human Environmental Interaction Location Movement/Migration Production, Distribution, Consumption Scarcity Time, Change, Continuity	Location of select countries and physical features in Europe Environmental Issues *Acid Rain – Germany *Air Pollution – United Kingdom *Nuclear Disaster – Chernobyl, Ukraine Location, physical features, and natural resources impact trade and population distribution Voluntary trade benefits buyers and sellers How specialization encourages trade Types of trade barriers International trade requires a system for exchanging currencies European Union Literacy rates affect the standard of living Relationship between investment in human capital, capital goods, natural resources, entrepreneurship and GDP (United Kingdom, Germany, Russia)	Cultural characteristics *Diversity of languages *Major religions Post WWI developments Rise of Nazism German Reunification Collapse of Soviet Union Various forms of government and citizen participation (United Kingdom, Germany, Russia) Forms of democracy – parliamentary and presidential Compare different economic systems Mixed economic system Compare economic systems of United Kingdom, Germany, and Russia	Location of select countries and physical features in Latin America Environmental Issues *Air pollution- Mexico City *Destruction of rain forest – Brazil Location, physical features, and natural resources impact population distribution (Mexico, Brazil, Cuba) Influence of African slavery Influence of Spanish and Portuguese

Georgia Department of Education

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Unit #/Title	Unit 5: Latin America: Past Shapes the Present	Unit 6: Modern Latin America	Unit 7: Impact of Canada's Geography	Unit 8: Canada Today
GSE for Social Studies	Ss6H1c, SS6CG1, SSE1, SS6E2b	SS6H1d, SS6G3, SS6E2, SS6E3	SSG4, SS6G5, SS6G6, SS6E5, SS6E6d	SS6H2, SS6CG2, SS6E4, SS6E6a,b,c,e
Key Concepts	<p>Cuban Revolution</p> <p>Current relationship – Cuba and United States</p> <p>Various forms of government and citizen participation (Mexico, Cuba, Brazil)</p> <p>Forms of democracy – parliamentary and presidential</p> <p>Compare different economic systems</p> <p>Mixed economic system</p> <p>Compare economic systems of Mexico, Cuba, Brazil</p> <p>Types of trade barriers (focus on embargo)</p>	<p>Impact of poverty, war on drugs, migration to United States</p> <p>Location, physical features, and natural resources impact trade (Mexico, Brazil, Cuba)</p> <p>Voluntary trade benefits buyers and sellers</p> <p>How specialization encourages trade</p> <p>Types of trade barriers</p> <p>NAFTA</p> <p>International trade requires a system for exchanging currencies</p> <p>Literacy rates affect the standard of living</p> <p>Relationship between investment in human capital, capital goods, entrepreneurship and GDP (Mexico, Cuba, Brazil)</p>	<p>Location of Canada, Quebec, and physical features on a world and regional political-physical map</p> <p>Environmental Issues *Pollution and acid rain-Great Lakes *Extraction of natural resources – Canadian Shield</p> <p>Location, physical features, and natural resources impact population distribution and trade</p> <p>Voluntary trade benefits buyers and sellers</p> <p>How specialization encourages trade</p> <p>Types of trade barriers International trade requires a system for exchanging currencies</p> <p>NAFTA</p> <p>Role of natural resources in Canada's economy</p>	<p>Quebec's independence movement</p> <p>Citizen participation in selecting leader (parliamentary democracy)</p> <p>Analyze different economic systems and their location on a continuum</p> <p>Economic system in Canada</p> <p>Literacy rates affect the standard of living</p> <p>Relationship between investment in human capital, capital goods, entrepreneurship and GDP (Canada)</p>

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Unit #/Title	Unit 9: Impact of Australia’s Geography	Unit 10: Australia Today	Unit 11: Your Financial Future
GSE for Social Studies	SS6G11, SS6G12, SS6E10, SS6E11, SS6E12d	SS6H4, SS6CG4, SS6E12a,b,c,e	SS6E13
Key Concepts	<p>Location of Australia and physical features on a world and regional political-physical map</p> <p>Location, physical features, and natural resources impact population distribution and trade</p> <p>Analyze different economic systems and their location on a continuum</p> <p>Mixed economic system</p> <p>Economic system in Australia</p> <p>Voluntary trade benefits buyers and sellers</p> <p>How specialization encourages trade</p> <p>Types of trade barriers</p> <p>International trade requires a system for exchanging currencies</p> <p>Role of natural resources in Australia’s economy</p>	<p>Impact of English colonization on Aborigines</p> <p>Citizen participation in selecting leader (parliamentary democracy)</p> <p>Literacy rates affect the standard of living</p> <p>Relationship between investment in human capital, capital goods, entrepreneurship and GDP (Australia)</p>	<p>Basic principles of effective personal money management</p> <p>How to live within one’s income</p> <p>Income is received from work and is limited.</p> <p>Budget is a tool to plan the spending and saving of income.</p> <p>Reasons and benefits of saving</p> <p>Uses and costs of credit</p>