

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

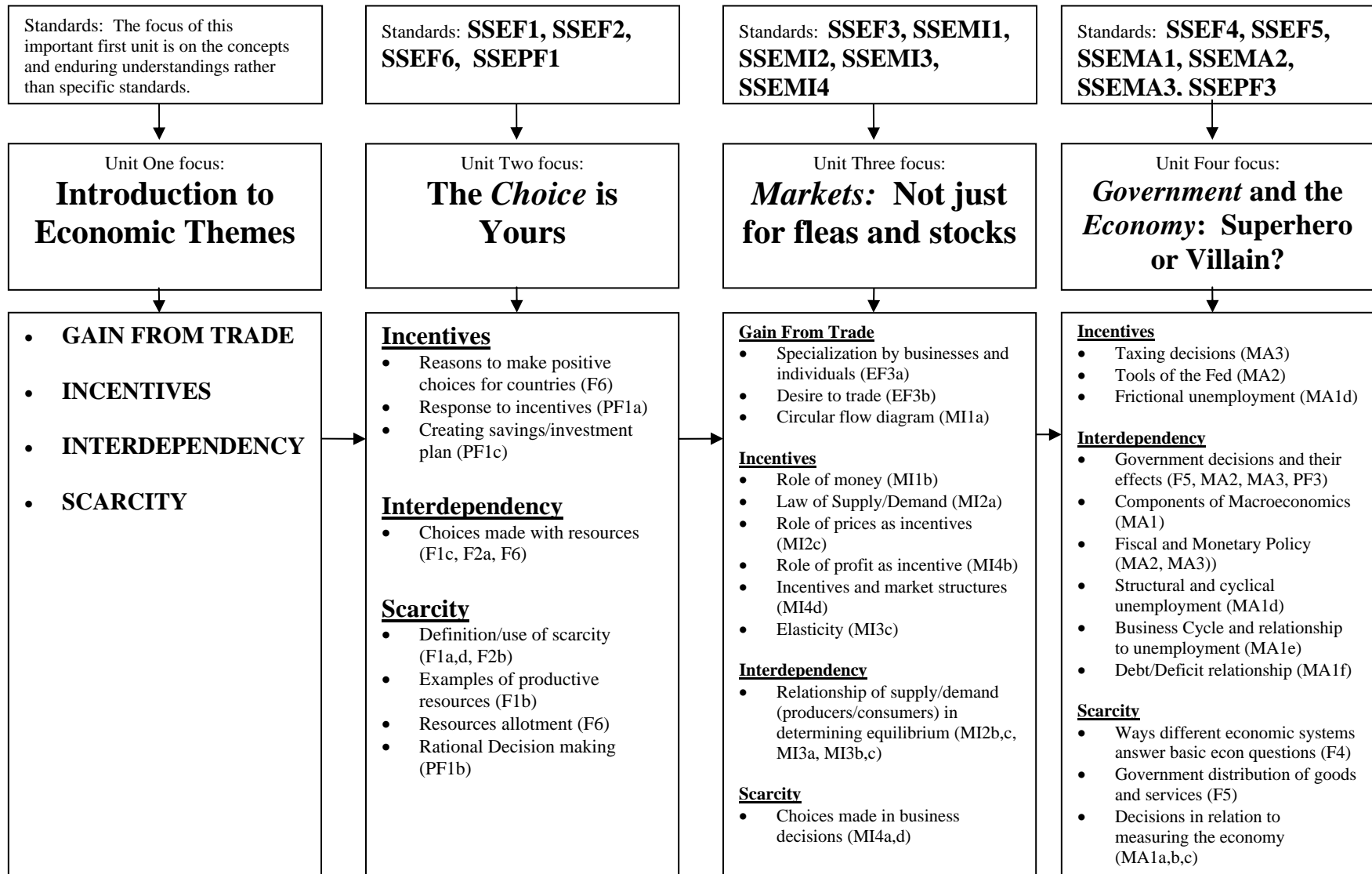
### Connecting Themes/Enduring Understandings Used in DOE Samples

*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. (8, 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)

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## ECONOMICS Course Map



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