



# InspireData™ Standards Match

## GEORGIA



### Performance Standards for Social Studies

Meeting curriculum standards is a major focus in education today. This document highlights the correlation of **InspireData™** with the **Georgia Performance Standards for Social Studies**.

The Inspired Standards Match is designed to demonstrate the many ways InspireData supports the standards and to give educators ideas for using this tool to meet learning goals.

#### **How to read the InspireData Standards Match:**

- ▶ **Yellow** highlight indicates a standard or objective that can be supported by the use of InspireData databases, database templates, user generated databases, lesson plans or program features.
- ▶ **Green** notes list details about how InspireData can be used to meet the standards, including examples of specific databases, lesson plans or features that support them.

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# Grade Four

## UNITED STATES HISTORY TO 1860

In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights development during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.


### Historical Understandings

 **SS4H1 The student will describe how early Native American cultures developed in North America.**

- a. Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).
- b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

 **SS4H2 The student will describe European exploration in North America.**

- a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.
- b. Describe examples of cooperation and conflict between Europeans and Native Americans.

 **SS4H3 The student will explain the factors that shaped British colonial America.**

- a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

**SS4H4** The student will explain the causes, events, and results of the American Revolution.

- a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.
- b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.
- c. Describe the major events of the Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord and Yorktown.
- d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

**SS4H5** The student will analyze the challenges faced by the new nation.

- a. Identify the weaknesses of the government established by the Articles of Confederation.
- b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
- c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
- d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.
- e. Describe the causes of the War of 1812; include burning of the Capitol and the White House.



**SS4H6** The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
- b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

**SS4H7** The student will examine the main ideas of the abolitionist and suffrage movements.


- a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton.
- b. Explain the significance of Sojourner Truth’s address (“Ain’t I a Woman?” 1851) to the Ohio Women’s Rights Convention.

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**Geographic Understandings**

**SS4G1** The student will be able to locate important physical and man-made features in the United States.

- a. Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.
- b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

 **SS4G2** The student will describe how physical systems affect human systems.

- a. Explain why each of the native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
- b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- c. Explain how the physical geography of each colony helped determine economic activities practiced therein.
- d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
- e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

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**Government/Civic Understandings**

**SS4CG1** The student will describe the meaning of

- a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).
- b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.
- c. The federal system of government in the U.S.

**SS4CG2** The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution.

**SS4CG3** The student will describe the functions of government.


- a. Explain the process for making and enforcing laws.
- b. Explain managing conflicts and protecting rights.
- c. Describe providing for the defense of the nation.
- d. Explain limiting the power of people in authority.
- e. Explain the fiscal responsibility of government.

**SS4CG4** The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.


- a. Explain the necessity of respecting the rights of others and promoting the common good.
- b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

**SS4CG5** The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

—Economic Understandings—

 **SS4E1** The student will use the basic economic concepts of *trade*, *opportunity cost*, *specialization*, *voluntary exchange*, *productivity*, and *price incentives* to illustrate historical events.

- a. Describe *opportunity costs* and their relationship to decision-making across time (such as decisions to send expeditions to the New World).
- b. Explain how *price incentives* affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- c. Describe how *specialization* improves standards of living (such as how specific economies in the three colonial regions developed).
- d. Explain how *voluntary exchange* helps both buyers and sellers (such as prehistoric and colonial trade in North America).
- e. Describe how *trade* promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- f. Give examples of technological advancements and their impact on business *productivity* during the development of the United States.

 **SS4E2** The student will identify the elements of a *personal budget* and explain why personal *spending* and *saving* decisions are important.

# Social Studies

# Grade Five

## UNITED STATES HISTORY SINCE 1860

In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.

### Historical Understandings

**SS5H1** The student will explain the causes, major events, and consequences of the Civil War.

- Identify *Uncle Tom's Cabin* and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.
- Discuss how the issues of states' rights and slavery increased tensions between the North and South.
- Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
- Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson.
- Describe the effects of war on the North and South.

**SS5H2** The student will analyze the effects of Reconstruction on American life.

- Describe the purpose of the 13th, 14th, and 15th Amendments.
- Explain the work of the Freedmen's Bureau.
- Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

**SS5H3** The student will describe how life changed in America at the turn of the century.

- Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- Describe the impact on American life of the Wright brothers (flight), George

Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

- c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

**SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.**

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the *Lusitania* and concerns over safety of U.S. ships.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

**SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.**

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

**SS5H6 The student will explain the reasons for America's involvement in World War II.**

- a. Describe Germany's aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.
- f. Explain the U.S. role in the formation of the United Nations.

**SS5H7** The student will discuss the origins and consequences of the Cold War.

- Explain the origin and meaning of the term “Iron Curtain.”
- Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- Identify Joseph McCarthy and Nikita Khrushchev.



**SS5H8** The student will describe the importance of key people, events, and developments between 1950-1975.

- Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- Explain the key events and people of the Civil Rights movement; include *Brown v. Board of Education* (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
- Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- Discuss the significance of the technologies of television and space exploration.



**SS5H9** The student will trace important developments in America since 1975.

- Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.
- Explain the impact the development of the personal computer and Internet has had on American life.

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### Geographic Understandings

**SS5G1** The student will locate important places in the United States.

- Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert.
- Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

**SS5G2** The student will explain the reasons for the spatial patterns of economic activities.

- Identify and explain the factors influencing industrial location in the United States after the Civil War.
- Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.
- Map and explain how the dispersion of global economic activities contributed

to the United States emerging from World War I as a world power.

—Government/Civic Understandings—

**SS5CG1** The student will explain how a citizen’s rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the freedoms granted by the Bill of Rights.
- c. Explain the concept of due process of law.
- d. Describe how the Constitution protects a citizen’s rights by due process.

**SS5CG2** The student will explain the process by which amendments to the U.S. Constitution are made.

- a. Explain the amendment process outlined in the Constitution.
- b. Describe the purpose for the amendment process.

**SS5CG3** The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.

- a. Explain the purpose of the 12th and 17th amendments.
- b. Explain how voting rights were protected by the 15th, 19th , 23rd, 24th , and 26th amendments.

**SS5CG4** The student will explain the meaning of “*e pluribus unum*” and the reason it is the motto of the United States.

—Economic Understandings—

**SS5E1** The student will use the basic economic concepts of *trade*, *opportunity cost*, *specialization*, *voluntary exchange*, *productivity*, and *price incentives* to illustrate historical events.

- a. Describe *opportunity costs* and their relationship to decision-making across time (such as decisions to remain unengaged at the beginning of World War II in Europe).
- b. Explain how *price incentives* affect people’s behavior and choices (such as monetary policy during the Great Depression).
- c. Describe how *specialization* improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- d. Explain how *voluntary exchange* helps both buyers and sellers (such as among the G8 countries).
- e. Describe how *trade* promotes economic activity (such as trade activities today under NAFTA).


- f. Give examples of technological advancements and their impact on business *productivity* during the development of the United States.

**SS5E2** The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.

- a. Describe the *private business function* in producing goods and services.
- b. Describe the *bank function* in providing checking accounts, savings accounts, and loans.
- c. Describe the *government function* in taxation and providing certain goods and services.

**SS5E3** The student will describe how consumers and businesses interact in the United States economy across time.

- a. Describe how *competition, markets, and prices* influence people's behavior.
- b. Describe how people earn *income* by selling their labor to businesses.
- c. Describe how *entrepreneurs* take risks to develop new goods and services to start a business.

 **SS5E4** The student will identify the elements of a *personal budget* and explain why *personal spending* and *saving* decisions are important.





# Social Studies Skills

## Matrices

### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

- I: indicates when a skill is introduced in the standards and elements as part of the content
- D: indicates grade levels where the teacher must develop that skill using the appropriate content
- M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
- A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
 7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
 9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
 11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
 12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations					I	M	A	A	A	A

## INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

# Grade Six

## LATIN AMERICA and CANADA, EUROPE, AUSTRALIA and OCEANIA

In sixth grade, students begin the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region's development. The civics strand examines political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

## LATIN AMERICA and CANADA

### Historical Understandings



**SS6H1 The student will describe the civilizations at the time of the Columbian Exchange and the impact of European exploration on those civilizations.**

- a. Describe Aztec and Incan societies prior to the Columbian Exchange; include religious beliefs, origins of their empires, the astronomic and calendar developments of the Aztecs, and the roads and aqueducts of the Incas.
- b. Describe the encounter and consequences between the Spanish and the Aztec and Incan civilizations; include how small Spanish forces defeated large empires, and the roles of Cortes, Pizarro, Montezuma, and Atahualpa.

**SS6H2 The student will explain the development of Latin America and the Caribbean and Canada as colonies of European nations and on through their independence.**

- a. Describe the importance of African slavery on the development of the Americas.
- b. Explain the importance of the Spanish mission system in developing Latin America.
- c. Explain the colonization of Canada by the French and later the English.
- d. Explain the Latin American independence movement; include the importance of Touissant L'Ouverture in Haiti, and Miguel Hidalgo, Simon Bolivar, and Jose de San Martin.
- e. Explain how Canada became an independent nation.


**SS6H3** The student will analyze important 20th century issues in Latin America and the Caribbean and in Canada.

- a. Describe the development of nationalism and the role of leaders such as Juan and Eva Peron.
- b. Explain the role of the Organization of American States.
- c. Analyze the impact of the Cuban Revolution.
- d. Describe Quebec's independence movement.
- e. Analyze the impact and political outcomes of guerrilla movements in Latin America, such as Shining Path in Peru, the FARC in Colombia, and the Zapatistas in Mexico.


—Geographic Understandings—

**SS6G1** The student will be able to describe and locate the important physical and human characteristics of Latin America and the Caribbean and Canada.

- a. Describe and locate major physical features; include the Pacific Ocean, Gulf of Alaska, Hudson Bay, Caribbean Sea, Gulf of Mexico, the Great Lakes, Panama Canal, Amazon River, Andes Mountains, Rocky Mountains, Sierra Madre Mountains, St. Lawrence River, Patagonia, Atacama Desert, and Rio de la Plata.
- b. Describe and locate Canada and the nations of Latin America; include Cuba, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Columbia, Venezuela, Brazil, Chile, Ecuador, Argentina, Bolivia, Uruguay, Paraguay, Peru, Haiti, and Jamaica.

 **SS6G2** The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environments.

- a. Describe Canadian policies concerning pollution; include acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.
- b. Describe the approaches of Latin American countries in dealing with environmental issues; include air pollution in Mexico City, Mexico, and Santiago, Chile; the destruction of the rain forest in Brazil; and oil-related pollution in Venezuela, Mexico, and Ecuador.

 **SS6G3** The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada.

- a. Describe how Canada's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of the St. Lawrence Seaway and the Great Lakes.
- b. Describe how the location, climate, and natural resources of Mexico, Brazil, Chile, and Bolivia have affected where people live, where agricultural and industrial regions are located, and their impact on trade, especially the importance of the Amazon River, the Rio de la Plata, the rain forest, the Mexican Plateau, and the Andes Mountains.
- c. Explain the distribution of natural resources and how that has affected the peoples of the Caribbean.
- d. Explain the impact of natural disasters (i.e., hurricanes, earthquakes, floods) on Latin American and Caribbean countries.



**SS6G4 The student will describe the cultural characteristics of Latin America and the Caribbean and Canada.**

- a. Identify the reasons Canada has two official languages, English and French, and the traditions, customs, and religions of the English and French-speaking areas.
- b. Describe the traditions, customs, religion, and life style of the Native Americans who inhabit the Northern territories of Canada.
- c. Identify the major ethnic groups of Latin America; include indigenous groups such as mestizos, mulattos, and peoples of European and African descent, where they live, their major religions, customs, and traditions.
- d. Explain how the literacy rate in Canada, Mexico, Brazil, and Chile affects each nation's development in the modern world.
- e. Explain the major literary, artistic, and music forms of people in Latin America and the Caribbean.

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**—Government/Civic Understandings—**

**SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.**

- a. Explain the basic structure of the national governments of Brazil, Cuba, Jamaica, and Mexico; include the type of government, form of leadership, type of legislature, and role of the citizen.
- b. Describe the structure of the Canadian government; include the type of government, form of leadership, type of legislature, and role of the citizen.
- c. Describe Canada's relationship to the United Kingdom.

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—Economic Understandings—

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**SS6E1** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to produce? How to produce? For whom to produce?*) and explain the basic types of economic systems found in Canada, Mexico, Cuba, and Argentina.

**SS6E2** The student will give examples of how *voluntary trade* benefits buyers and sellers in Latin America and the Caribbean and Canada.

- a. Analyze how Canada, Mexico, Venezuela, and Brazil benefit from *trade*.
- b. Define types of *trade barriers*, both physical barriers, such as Bolivia as a land-locked country, and economic barriers, such as tariffs.
- c. Analyze the development and impact of trade blocks such as the North American Free Trade Agreement (NAFTA), the Common Market of the South (MERCOSUR), and Free Trade Area of the Americas (FTAA).
- d. Describe why international trade requires a system for *exchanging currency* between and among nations and name currencies from nations such as Canada, Mexico, Brazil, Chile; and explain why Ecuador, El Salvador, and Panama chose to adopt the U.S. dollar as their currency.

**SS6E3** The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.

- a. Describe investment in human capital; include the health, education and training of people, and the impact of poverty on economic development.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the role of entrepreneurs who take the risks of organizing productive resources .

 **SS6E4** The student will explain personal *money management* choices in terms of *income, spending, credit, saving, and investing*.

## EUROPE

### —Historical Understandings—

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**SS6H4** The student will describe the important developments in Europe between 1400 CE and 1800 CE.

- a. Explain how artists such as Michelangelo and Leonardo da Vinci contributed to the Renaissance.
- b. Explain the role of Martin Luther in the Reformation.
- c. Explain how scientists such as Galileo and Newton changed our knowledge of science and why the Scientific Revolution is important.
- d. Explain the importance of exploration in the development of Europe; include the work of Prince Henry the Navigator, Columbus, and Hudson.
- e. Trace the empires of Portugal, Spain, the Netherlands, England, and France in Africa, the Americas, and Asia.
- f. Describe the Industrial Revolution; include its impact on cities, life styles, and agriculture.
- g. Describe the impact Peter the Great and Catherine the Great had on Russia.

**SS6H5** The student will describe major developments in Europe during the 20th century.

- a. Describe major developments of World War I; include the reasons for the War, the Russian Revolution, the collapse of empires, and the consequences of making Germany pay for World War I.
- b. Describe the impact of the world-wide depression on Europe, especially Germany.
- c. Describe World War II; include the ideas of Nazism and Facism, the Allied and Axis powers, the Holocaust, D-Day, Stalingrad, and the roles of Hitler, Stalin, Mussolini, Churchill, Roosevelt, and Truman.
- d. Explain the collapse of the Soviet Union; include the failure of communism, the rise of the desire for freedom (Solidarity in Poland), and the fall of the Berlin Wall.
- e. Explain the significance of the reunification of Germany after the collapse of the Soviet Union.
- f. Explain the origin and function of the European Union.

### —Geographic Understandings—


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**SS6G5** The student will be able to describe and locate the important physical and human characteristics of Europe.


- a. Describe and locate major physical features; include the Arctic Ocean, Norwegian Sea, Baltic Sea, Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River, the Alps, the Pyrenees, the Balkan Mountains, Ural Mountains, Strait of Gibraltar, English Channel, Iberian Peninsula, and Scandinavian Peninsula.
- b. Describe and locate the nations of Great Britain, Norway, Sweden, Finland, Russia, Poland, Germany, France, Spain, Switzerland, Italy, Hungary, Austria, Czech Republic, Romania, Netherlands, Belgium, Estonia, Latvia, Lithuania, and Ukraine.
- c. Describe the geographic and cultural boundaries of Europe; include whether Turkey should be considered part of Europe or Asia.

**SS6G6 The student will discuss the impact of government policies and individual behaviors on the European environment.**

- a. Explain the major concerns of Europeans regarding the environment; include issues of agricultural reform, air quality in cities, the impact of global warming, and water pollution.
- b. Describe the policies of countries such as Germany, England, France, Poland, and Russia concerning agricultural reform, air quality in cities, the impact of global warming, and water pollution.
- c. Describe the environmental consequences resulting from the nuclear disaster in Chernobyl, Ukraine.

 **6SSG7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Europe.**

- a. Describe how Europe's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of the river system and the many good harbors.
- b. Explain the distribution of natural resources and how that has affected Europe.

 **SS6G8 The student will describe the cultural characteristics of Europe.**

- a. Explain the diversity of European culture as seen in a comparison of German, Greek, Russian, French, and Italian languages, customs, and traditions.
- b. Describe the customs and traditions of the major religions in Europe; include Judaism, Christianity (Catholic, Orthodox, and Protestant), and Islam and locate where each religion is the primary religion.
- c. Explain how the literacy rate in Europe has had an impact on its development in the modern world.
- d. Describe major contributions to literature (e.g., Nobel Prize winning authors),

art (e.g., Van Gogh, Picasso), and music (e.g., classical, opera, Andrew Lloyd Webber).

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### —Government/Civic Understandings—

**SS6CG2** The student will describe modern European governments.

- a. Explain the parliamentary system of the United Kingdom and compare it with a presidential system, such as the U.S., and the dual system of France.
- b. Describe the transition of central European countries, such as Poland, from authoritarian systems to democratic systems.
- c. Describe the purpose of the European Union and the relationship between member nations.

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### —Economic Understandings—

**SS6E5** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to produce? How to produce? For whom to produce?*) and explain the basic types of economic systems found in England, Germany, and Russia.

**SS6E6** The student will give examples of how *voluntary trade* benefits buyers and sellers in Europe.

- a. Explain how countries such as England, France, and the Netherlands developed extensive colonial empires as an important aspect of their economies.
- b. Define types of trade barriers, both physical and economic, and how they influence the development of trade within Europe (e.g., extensive trade by rivers, different currencies in each European country).
- c. Illustrate how international trade requires a system for *exchanging currency* between and among nations and how the European Union and the Euro facilitate trade.
- d. Identify examples of currencies from nations such as England, France, Italy, Greece, Russia, and Poland.

**SS6E7** The student will describe the factors that cause *economic growth* and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

- a. Describe *investment in human capital*; include the health, education, and training of people.
- b. Describe *investment in capital goods*; include factories, machinery, and new technology.

- c. Describe the *role of natural resources*; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the *role of entrepreneurs* who take the risks of organizing productive resources.

## AUSTRALIA and OCEANIA

### —Historical Understandings—

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**SS6H6** The student will describe the culture and development of Australia and Oceania prior to contact with Europeans.

- a. Describe the origins and culture of the Aborigines.
- b. Describe the origins and culture of the Maori of New Zealand.

**SS6H7** The student will explain the impact European exploration and colonization had on Australia and Oceania.

- a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
- b. Explain the impact of European diseases and weapons on the indigenous peoples of Australia and Oceania.

**SS6H8** The student will discuss the impact of important 20th century events on Australia and Oceania.

- a. Explain the impact of World War II on Australia and Oceania.
- b. Describe the importance of tourism on the region.

### —Geographic Understandings—

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**SS6G9** The student will be able to describe and locate the important physical and human characteristics of Australia and Oceania.

- a. Describe and locate the major physical features; include the Great Barrier Reef, Great Sandy Desert, Great Victoria Desert, Antarctica, and Coral Sea.
- b. Locate the nations of Australia, New Zealand, Papua New Guinea, Solomon Islands, Fiji, and Vanuatu.
- c. Locate the three sub-regions of Oceania: Melanesia, Micronesia, and Polynesia.

**SS6G10** The student will discuss the impact of government policies and individual behaviors on the environments of Australia and Oceania.

- a. Explain major environmental concerns Australians have regarding issues such as protection of the Great Barrier Reef, ozone depletion, and global warming,

as well as the actions taken by the government and/or citizens regarding these concerns.

- b. Explain major environmental concerns of Oceania; include overfishing, climate change, freshwater resources, and pollution, as well as the actions taken by the government and individuals regarding these issues.

**SS6G11** The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Australia and Oceania.

- a. Describe how Australia's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of deserts, the river system, and the many good harbors.
- b. Explain the unique challenges in Oceania as a collection of islands and how that has affected where people live, development of agriculture, and types of industry or jobs.

**SS6G12** The student will describe the cultural characteristics of Australia and Oceania.

- a. Explain the aboriginal culture that existed in Australia prior to the arrival of Europeans; include aboriginal art, religious beliefs, customs, and traditions and how that culture is still evident in Australia today.
- b. Describe the modern culture of Australia; include prominent Australian authors, musicians, and artists.
- c. Describe the culture of Oceania; include the customs, traditions, and religious beliefs of the original population and how they have influenced modern Oceania.

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—Government/Civic Understandings—



**SS6CG3** The student will describe the political structures of Oceania.

- a. Explain the structure of the national government of New Zealand; include the type of government, form of leadership, type of legislature, and role of the citizen.
- b. Describe the national government of the Federated States of Micronesia.
- c. Describe the Australian national government; include the type of government, form of leadership, type of legislature, and role of the citizen.
- d. Describe the relationship of Australia to the United Kingdom.

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—Economic Understandings—

**SS6E8** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to pro-*

*duce? How to produce? For whom to produce? and explain the basic types of economic systems found in Australia and the Federated States of Micronesia.*

**SS6E9** The student will give examples of how *voluntary trade* benefits buyers and sellers in Australia and Oceania.

- a. Explain the impact of trade and tourism on Australia and the Federated States of Micronesia.
- b. Define types of trade barriers, both physical and economic, for countries located in Oceania, such as distances to other trading partners and restrictions of island nations.

**SS6E10** The student will describe the factors that influence *economic growth* and examine their presence or absence in Australia and Oceania.

- a. Describe *investment in human capital*; include the health, education, and training of people.
- b. Describe *investment in capital goods*; include factories, machinery, and new technology.
- c. Describe the *role of natural resources*; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the *role of entrepreneurs* who take the risks of organizing productive resources.

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#### —Reading Across the Curriculum—

##### Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**SS6RC1 Students will enhance reading in all curriculum areas by:**

- a. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.



*Kathy Cox, State Superintendent of Schools*

# Social Studies

# Grade Seven

## AFRICA and ASIA

In seventh grade, students conclude the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region's development. The civics strand examines the political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

## AFRICA

### Historical Understandings



#### **SS7H1 The student will identify important African empires.**

- Describe the development of African empires including Ghana, Mali, Songhai, and Ethiopia.
- Explain the importance of cities such as Timbuktu as a center of learning, Djenne as one of the oldest cities in Africa, and Zanzibar as a center of commerce.
- Describe the significance of Sundiata, Mansa Musa, and Zara Yakob.

#### **SS7H2 The student will explain the reasons for the African independence movement.**

- Explain the origins of the slave trade in Africa and describe the trading routes to North Africa, Europe, and the Americas.
- Describe the development of European empires in Africa; include the reasons for colonization and partitioning of Africa and the approach to empire by Great Britain, France, and Belgium.
- Describe the nationalist movements in colonial Africa; include Kenya, Nigeria, Ghana, and the Belgium Congo.
- Analyze the impact of the colonial period on the development of Africa.



#### **SS7H3 The student will describe major developments in Africa since independence.**


- Explain the problems faced after independence by countries such as Kenya and Nigeria.

- b. Explain the experience of South Africa; include the origins of and ending of apartheid and the roles of Nelson Mandela and F. W. de Klerk.
- c. Describe problems created by health issues; include AIDS and starvation.
- d. Explain the problems created by repeated civil war in Africa; include the Democratic Republic of the Congo (Zaire) and Rwanda.
- e. Explain the problems created by governmental corruption and one-party rule as seen in Zimbabwe.
- f. Explain the origins of the pan-Africa movement and its importance to the development of the African Union.


—**Geographic Understandings**—

**SS7G1 The student will be able to describe and locate the important physical and human characteristics of Africa.**

- a. Describe and locate major physical features; include Sahara, Savannah, Sahel, Tropic Rain Forest, Congo River, Nile River, Zambezi River, Niger River, East African Mountains (Ethiopian Highlands), Drakensberg Mountains, Atlas Mountains, Kalahari Desert, Lake Tanganyika, and Lake Victoria.
- b. Describe and locate the nations of South Africa, Zimbabwe, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Kenya, and Chad.

 **SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment.**

- a. Explain how pollution has affected both countries, such as Kenya, Egypt, and South Africa, and actions taken by government and individuals.
- b. Explain the impact of the extraction of natural resources on the environments of Kenya, Chad, and Nigeria.
- c. Explain the importance of water as a natural resource in countries such as Egypt, Sudan, Mali, and Chad.
- d. Explain ways in which countries such as Kenya, South Africa, and Mali have worked to improve the African environment.
- e. Explain the impact of deforestation and desertification on the environment in such countries as Cote d'Ivoire, Kenya, and Botswana.

 **SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.**

- a. Describe the impact location has on countries such as Chad, Egypt, and South Africa, with regard to trade, migration, agriculture, and industry.
- b. Explain the impact physical features such as deserts, mountains, rivers, and

proximity to the ocean have on countries such as Ethiopia, Sudan, and Morocco.

- c. Explain the distribution of natural resources in Africa and how that has affected the development of countries such as Chad, Sudan, and South Africa.
- d. Describe the effect the Sahara, Sahel, Savannah, and tropical rain forest have on where people live, the type of work they do, and transportation.



**SS7G4 The student will describe the cultural characteristics of different people who live in Africa.**

- a. Describe the religions, customs, and traditions of the Arab, Ashanti, Bedouin, Khoikhoi and the San, Ibo, and Swahili ethnic groups.
- b. Evaluate how the literacy rate of countries such as Sudan, South Africa, and Egypt has affected their development.
- c. Trace the spread of the Bantu peoples and explain the impact this had on Africa.
- d. Explain the major literary (including literature Noble laureates Wole Soyinka, Nigeria; Naguib Mafuz, Egypt; Nadin Gordimer, South Africa), artistic, and music forms of people in the region.

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—Government/Civic Understandings—



**SS7CG1 The student will demonstrate an understanding of the modern governments of Africa.**

- a. Describe the structure of the national governments in the modern African nations of Morocco, Kenya, Libya, and South Africa; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the problem and impact of civil war and conflict in Africa.

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—Economic Understandings—

**SS7E1** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to produce? How to produce? For whom to produce?*) and explain the basic types of economic systems found in South Africa, Egypt, Nigeria, and Morocco.


**SS7E2** The student will give examples of how *voluntary trade* benefits buyers and sellers in Africa over time.

- a. Analyze the development of voluntary trade; include trans-Saharan trade and Middle East and Asian trade routes.
- b. Explain how trade barriers (include the Sahara and the tropical rain forest) have affected development of trade within Africa.

- c. Describe how international trade requires a system for *exchanging currency* between and among nations and identify examples of currencies from nations such as Egypt, South Africa, Nigeria, and Chad.
- d. Explain the function and purpose of the South African Development Community (SADC) and the Economic Community of West African States (ECOWAS).


**SS7E3** The student will describe the factors that influence *economic growth* and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.

- a. Describe the importance of *investment in human capital*; include the health, education, and training of people.
- b. Describe how factors such as political stability, education, and health issues inhibit or enhance *investment in capital goods*, including factories, machinery, and new technology.
- c. Describe how *natural resources*, including land, air, water, minerals, time, and other gifts of nature have affected economic development.
- d. Analyze the *role of entrepreneurs* who take the risks of organizing productive resources.

 **SS7E4** The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

## SOUTHWEST ASIA (Middle East)

### —Historical Understandings—

 **SS7H4** The student will describe the development of the three major religions that originated in the Middle East.

- a. Explain the origins of Judaism as seen in the Hebrew peoples.
- b. Explain the origins and spread of Christianity to 312 CE.
- c. Explain the origins and spread of Islam to 1258 CE; include the religious, cultural, and military factors.
- d. Explain the origins of the division between Sunni and Shia Muslims.

**SS7H5** The student will describe the importance of the Ottoman Empire to Southwestern Asia.

- a. Describe the origins of the Ottoman empire.

- b. Describe the geographic expansion of the Ottoman empire.
- c. Explain the impact of the Ottoman Empire with regard to trade and religion on the region.
- d. Discuss the importance of the break up of the Ottoman Empire after World War I.

**SS7H6 The student will describe major developments in the Middle East during the 20th century.**

- a. Explain the historical reasons for the establishment of the modern state of Israel in 1948; include anti-Semitism in Europe, Zionism, and the Holocaust.
- b. Describe the continuing conflicts between Israel and the Arab world.
- c. Explain the economic impact of oil on the region.
- d. Explain U.S. involvement and interest in North Africa/Southwest Asia; include the Persian Gulf War, invasion of Afghanistan, and Operation Iraqi Freedom.

**Geographic Understandings**

**SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).**

- a. Describe and locate major physical features of the Middle East; include Jordan River, Tigris River, Euphrates River, Golan Heights, West Bank, Gaza Strip, Suez Canal, Strait of Hormuz, Persian Gulf, Black Sea, Caspian Sea, Red Sea, and Arabian Sea.
- b. Describe and locate the following nations in the Middle East: Israel, Jordan, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Kuwait, and Afghanistan.

**SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia's environment.**

- a. Describe the environmental issues facing the countries of the Middle East; include industrial pollution, water rights, and extraction of natural resources.
- b. Explain the problems associated with developing governmental policies in the Middle East concerning environmental issues such as water rights and extraction of natural resources such as oil.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian coun-**

tries.

- a. Describe the impact of location on trade, agriculture, and industry of Middle Eastern countries such as Israel, Jordan, Iran, and Saudi Arabia.
- b. Describe the impact climatic conditions have on the Middle East and how that has affected the development of agriculture and increased the importance of water in the Middle East.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Saudi Arabia, Israel, Jordan, Iraq, Iran, and Kuwait.
- d. Describe how the geography of the Middle East has affected the population in terms of where people live, the type of work they do, and transportation.



**SS7G8** The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.

- a. Describe the major Middle Eastern ethnic groups such as Arab, Jewish, Berber, Druze, Bedouin, Kurd, Turk, Persian, and Armenian; include where they live, their religions, customs, and traditions.
- b. Evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia.
- c. Explain the major literary, artistic, and music forms of Israel and Saudi Arabia.

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—Government/Civic Understandings—

**SS7CG2** The student will describe the different political structures of the Middle East.

- a. Explain the basic structure of the national governments in Turkey, Jordan, Iran, Saudi Arabia, and Israel; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the role of religion in governance in the Middle East.

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—Economic Understandings—

**SS7E5** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to produce? How to produce? For whom to produce?*) and explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey.

**SS7E6** The student will give examples of how *voluntary trade* benefits buyers and sellers across time.

- a. Analyze the importance of trade to Middle Eastern nations with regard to the

- exporting of oil and other natural resources and the importing of industrial and agricultural commodities.
- Define types of *trade barriers* that exist in the Middle East; include physical barriers, such as limited rivers and deserts, and political issues that produce trade barriers.
  - Illustrate how international trade requires a system for *exchanging currency* between and among nations and identify examples of currencies from Israel, Saudi Arabia, and Jordan.
  - Explain the significance of the Organization of Petroleum Exporting Countries (OPEC).

**SS7E7** The student will describe the factors that influence *economic growth* and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.

- Describe *investment in human capital*; include the health, education, and training of people.
- Describe *investment in capital goods*; include factories, machinery, and new technology.
- Describe the *role of natural resources*; include land, air, water, minerals, time, and other gifts of nature.
- Analyze the *role of entrepreneurs* who take the risks of organizing productive resources.

## SOUTHERN and EASTERN ASIA

### —Historical Understandings—

**SS7H7** The student will explain the growth and development of Southern and Eastern Asia.

- Trace the origins and spread of Hinduism and Buddhism.
- Explain the importance of the Silk Road in the movement of goods and ideas to other parts of the world.
- Describe contributions of China; include the development of paper, tea, and gunpowder; and describe the contributions of India; include the use of cotton clothing, Arabic numeral system, and the game of chess.

**SS7H8** The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.

- Explain why in the 15th century China ceased to trade with other parts of the world.

- b. Describe the reaction of China to efforts by European nations to force relations with China; include limited areas of trade and the leasing of Hong Kong to Great Britain.

**SS7H9 The student will describe the major developments in eastern Asia during the 20th century.**

- a. Describe the condition of Japan, China, and Korea after World War II.
- b. Explain the rise of Mao Zedong to power; include the long march, the establishment of communism, the Great Leap Forward, and the Cultural Revolution.
- c. Describe the collapse of colonialism in Asia; include India and Indo-China.
- d. Describe the Korean War; include the reasons for the existence of a North and South Korea.
- e. Describe the Vietnam War; include the causes, results, and the reunification of Vietnam.
- f. Explain the rebuilding of Japan after World War II.

—Geographic Understandings—


**SS7G9 The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.**

- a. Describe and locate major physical features in Southern and Eastern Asia; include Himalayan Mountains, Mekong River, Ganges River, Indus River, Brahmaputra River, Huang He (Yellow River), Yangtze (Chang Jiang) River, Gobi Desert, Indian Ocean, Bay of Bengal, Korean Peninsula, Bering Strait, Yellow Sea, Sea of Japan, South China Sea, and Honshu.
- b. Describe and locate the following nations in Southern and Eastern Asia: India, Bangladesh, Pakistan, Vietnam, Myanmar, Sri Lanka, Thailand, Indonesia, Malaysia, Philippines, Japan, China, North and South Korea, Russia, and Georgia.


**SS7G10 The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.**

- a. Describe environmental problems nations such as India, Indonesia, and Pakistan in Southern Asia are facing (e.g., pollution of the Ganges River, air pollution, such as the Asia Brown Cloud, and overpopulation).
- b. Explain the problems nations in Southern Asia such as India, Pakistan, and Indonesia have in developing policies concerning environmental issues such as pollution of rivers, industrial pollution, and the extraction of natural resources, including the destruction of the rain forest.

- c. Describe the environmental problems, such as overpopulation, industrial pollution, and flooding, facing countries in Eastern Asia; include China, Japan, and South Korea.
- d. Explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as overpopulation, industrial pollution, and flooding.

 **SS7G11** The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.


- a. Describe the impact of location on trade, agriculture, and industry on India, Pakistan, Indonesia, China, and Japan.
- b. Describe the impact climatic conditions have on population distribution, agriculture, and industrial development in Southern and Eastern Asia.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Bangladesh, India, China, and Japan.
- d. Describe how the geography of Southern and Eastern Asia has affected the population in terms of where people live, the type of work they do, and transportation.

 **SS7G12** The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

- a. Describe the predominant religious practices, customs, and traditions of the people of India, Indonesia, China, and Japan.
- b. Evaluate the effect of the literacy rate on the development of countries such as India, Indonesia, China, and Japan.
- c. Explain the major literary, artistic, and music forms of India, China, and Japan.

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—Government/Civic Understandings—

 **SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.

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—Economic Understandings—

**SS7E8** The student will describe different *economic systems (traditional, command, market, mixed)* and how they answer the basic economic questions (*What to pro-*

*duce? How to produce? For whom to produce?) and explain the basic types of economic systems found in India, China, and Japan.*

**SS7E9** The student will give examples of how *voluntary trade* benefits buyers and sellers across time.

- a. Analyze how India has benefited from increased trade with other countries since 1991.
- b. Analyze the impact of trade on modern Japan.
- c. Explain the importance of the Pacific Rim in trade and economic development.
- d. Describe why Southern and Eastern Asia are becoming a significant factor in international trade.
- e. Define types of *trade barriers* that exist in Southern and Eastern Asia, especially for countries such as India and Indonesia, and how those barriers are being overcome.
- f. Illustrate how international trade requires a system for *exchanging currency* between and among nations and identify examples of currencies from India, China, and Japan.

**SS7E10** The student will describe the factors that cause *economic growth* and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.

- a. Describe *investment in human capital*; include the health, education, and training of people, and the impact of poverty on economic development.
- b. Describe *investment in capital goods*; include factories, machinery, and new technology.
- c. Describe the *role of natural resources*; include land, air, water, minerals, time, and other gifts of nature.
- d. Analyze the *role of entrepreneurs* who take the risks of organizing productive resources.

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—Reading Across the Curriculum—

Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel

in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**SS7RC1 Students will enhance reading in all curriculum areas by:**

- a. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

# Social Studies

# Grade Eight

## GEORGIA STUDIES

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

### Historical Understandings

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

- a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
- b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

**SS8H3 The student will analyze the role of Georgia in the American Revolution.**

- a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
- b. Analyze the significance of people and events in Georgia on the Revolutionary

War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

**SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.**

- a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.
- b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

**SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.**

- a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- b. Evaluate the impact of land policies pursued by Georgia; include the head-right system, land lotteries, and the Yazoo land fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, *Worcester v. Georgia*, Andrew Jackson, John Marshall, and the Trail of Tears.

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
- b. State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

**SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.**

- a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.
- b. Analyze how rights were denied to African-Americans through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
- d. Give reasons for World War I and describe Georgia's contributions.

**SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.**

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

**SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.**


- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss the ties to Georgia that President Roosevelt had and his impact on the state.

**SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.**

- a. Analyze the impact of the transformation of agriculture on Georgia's growth.
- b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- c. Discuss the impact of Ellis Arnall.


**SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.**

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

 **SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.**

- a. Evaluate the consequences of the end of the county unit system and reapportionment.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Analyze the impact of the rise of the two-party system in Georgia.
- d. Evaluate the effect of the 1996 Olympic Games on Georgia.
- e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

—Geographic Understandings—

 **SS8G1 The student will describe Georgia with regard to physical features and location.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Evaluate the impact of climate on Georgia's development.

**SS8G2 The student will explain how the Interstate Highway System, Hartsfield-**

**Jackson International Airport, and Georgia’s deepwater ports help drive the state’s economy.**

- a. Explain how the three transportation systems interact to provide domestic and international goods to the people of Georgia.
- b. Explain how the three transportation systems interact to provide producers and service providers in Georgia with national and international markets.
- c. Explain how the three transportation systems provide jobs for Georgians.

—Government/Civic Understandings—

**SS8CG1 The student will describe the role of citizens under Georgia’s constitution.**

- a. Explain the basic structure of the Georgia state constitution.
- b. Explain the concepts of separation of powers and checks and balances.
- c. Describe the rights and responsibilities of citizens.
- d. Explain voting requirements and elections in Georgia.
- e. Explain the role of political parties in government.

**S8CG2 The student will analyze the role of the legislative branch in Georgia state government.**

- a. Explain the qualifications, term, election, and duties of members of the General Assembly.
- b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- c. Trace the steps in the legislative process for a bill to become a law in Georgia.

**SS8CG3 The student will analyze the role of the executive branch in Georgia state government.**

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs.

**SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.**

- a. Explain the structure of the court system in Georgia and how judges are selected.
- b. Explain the difference between criminal law and civil law.
- c. Describe the history of the juvenile court.
- d. Compare the juvenile justice system to the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice

- process.
- e. Describe the rights of juveniles when taken into custody.
  - f. Describe ways to avoid trouble and settle disputes peacefully.

**SS8CG5 The student will analyze the role of local governments in the state of Georgia.**

- a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
- b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
- c. Describe the functions of special-purpose governments.

—**Economic Understandings**—

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**SS8E2 The student will explain the benefits of free trade.**

- a. Describe how Georgians have engaged in trade in different historical time periods.
- b. Explain Georgia's role in world trade today.

**SS8E3 The student will evaluate the influence of Georgia's economic growth and development.**

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

**SS8E4 The student will identify revenue sources and services provided by state and local governments.**

- a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
- b. Explain the distribution of state revenue to provide services.
- c. Evaluate how choices are made given the limited revenues of state and local governments.

**SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

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## Reading Across the Curriculum

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### Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### **SS8RC1** Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.

- Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.






# Social Studies Skills

## Matrices

### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

- I: indicates when a skill is introduced in the standards and elements as part of the content
- D: indicates grade levels where the teacher must develop that skill using the appropriate content
- M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
- A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
 7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
 8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
 9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
 11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
 12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations					I	M	A	A	A	A

## INFORMATION PROCESSING SKILLS

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

# **GEORGIA PERFORMANCE STANDARDS**

## **ECONOMICS**

(high school)

**The economics course provides students with a basic foundation in the field of economics. The course has five sections, fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area students are introduced to major concepts and themes concerning that aspect of economics.**

### **Fundamental Economic Concepts**

**SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.**

- a. define scarcity as a basic condition which exists when limited productive resources exceed unlimited wants
- b. define and give examples of productive resources as land (natural), labor (human), capital (capital goods), entrepreneurship
- c. list a variety of strategies for allocating scarce resources
- d. define opportunity cost as the next best alternative given up when individuals, businesses and governments confront scarcity by making choices.

**SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.**

- a. illustrate by means of a production possibilities curve the trade offs between two options
- b. explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

**SSEF3. The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.**

- a. give examples of how individuals and businesses specialize
- b. explain that both parties gain as a result of voluntary, non-fraudulent exchange

**SSEF4 The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.**

- a. compare command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, government regulation
- b. evaluate how well each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency and stability

**SSEF5 The student will describe the roles of government in a market economy.**

- a. explain why government provides public goods and services, redistributes income, protects property rights and resolves market failures.
- b. give examples of government regulation and deregulation and their effects on consumers and producers.


**SSEF6 The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.**

- a. define productivity as the relationship of inputs to outputs
- b. give illustrations of investment in equipment and technology and explain their relationship to economic growth
- c. give examples of how investment in education can lead to a higher standard of living


### **Microeconomic concepts**

**SSEMI1 The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.**

- a. illustrate by means of a circular flow diagram, the Product market, the Resource market, the real flow of goods and services between and among businesses, households and government, and the flow of money
- b. explain the role of money and how it facilitates exchange

 **SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.**

- a. define the Law of Supply and the Law of Demand
- b. describe the role of buyers and sellers in determining market clearing price
- c. illustrate on a graph how supply and demand determine equilibrium price and quantity
- d. explain how prices serve as incentives in a market economy

 **SSEMI3 The student will explain how markets, prices and competition influence economic behavior.**

- a. identify and illustrate on a graph, factors that cause changes in market supply and demand
- b. explain and illustrate on a graph how price floors create surpluses and price ceilings create shortages
- c. define price elasticity of demand and supply

**SSEMI4 The student will explain the organization and role of business, and analyze the four types of market structures in the U.S. economy**

- a. compare and contrast three forms of business organization—sole proprietorship, partnership, and corporation.
- b. explain the role of profit as an incentive for entrepreneurs

- c. identify the basic characteristics of monopoly, oligopoly, monopolistic competition and pure competition.

### **Macroeconomic concepts**

#### **SSEMA1 The student will illustrate the means by which economic activity is measured.**

- a. explain that overall levels of income, employment and prices are determined by the spending and production decisions of households, businesses, government and net exports
- b. define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation and aggregate supply and aggregate demand
- c. explain how economic growth, inflation and unemployment are calculated
- d. identify structural, cyclical and frictional unemployment
- e. define the stages of the business cycle as well as recession and depression
- f. describe the difference between the national debt and government deficits

#### **MMEMA2 The student will explain the role and functions of the Federal Reserve System**

- a. describe the organization of the Federal Reserve System
- b. define Monetary policy
- c. describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment and economic growth

#### **SSEMA3 The student will explain how the government uses fiscal policy to promote price stability, full employment and economic growth.**

- a. define fiscal policy
- b. explain the government's taxing and spending decisions

### **International Economics**

#### **SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.**

- a. define and distinguish between absolute advantage and comparative advantage
- b. explain that most trade takes place because of comparative advantage in the production of a good or service
- c. explain the difference between balance of trade and balance of payments

#### **SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade**

- a. define trade barriers as tariffs, quotas, embargoes, standards and subsidies
- b. identify costs and benefits of trade barriers over time.
- c. list specific examples of trade barriers
- d. list specific examples of trading blocks such as the EU, NAFTA, ASEAN
- e. evaluate arguments for and against free trade

**SSEIN3 The student will explain how changes in exchange rates can impact the purchasing power of individuals in the United States and in other countries.**

- a. define exchange rate as the price of one nation's currency in terms of another nation's currency
- b. locate information on exchange rates
- c. interpret exchange rate tables
- d. explain why, when exchange rates change, some groups benefit and others lose.

### **Personal Finance Economics**

**SSEPF1 The student will apply rational decision to the making of personal spending and savings choices.**

- a. explain that people respond to positive and negative incentives in predictable ways
- b. use a rational decision making model to select one option over another
- c. create a savings or financial investment plan for a future goal

**SSEPF2 The student will explain that banks and other financial institutions are businesses which channel funds from savers to investors.**

- a. compare services offered by different financial institutions
- b. explain reasons for the spread between interest charged and interest earned
- c. give examples of the inverse relationship between risk and return
- d. evaluate a variety of savings and investment options, including stocks, bonds and mutual funds.

**SSEPF3 The student will explain how changes in monetary and fiscal policy can impact an individual's spending and savings choices.**

- a. give examples of who benefits and who loses from inflation
- b. define progressive, regressive and proportional taxes
- c. explain how an increase in sales tax affects different income groups

**SSEPF4 The student will evaluate the costs and benefits of using credit**

- a. list factors that affect credit worthiness
- b. compare interest rates on loans and credit cards from different institutions
- c. explain the difference between simple and compound interest rates

**SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.**

- a. list various types of insurance such as automobile, health, life, disability and property
- b. explain the costs and benefits associated with different types of insurance

**SSEPF6 The student will describe how the earnings of workers are determined in the marketplace**

- a. identify skills which are required to be successful in the workplace

b. explain the significance of investment in education, training and skill development.

# GEORGIA PERFORMANCE STANDARDS WORLD GEOGRAPHY

(high school)

The World Geography course provides students with an introduction to both physical and cultural geography. After an introduction to geography students study each major region of the world. For each region students learn about the importance of the physical geography and its impact on the regions development. Student study cultural aspects of each region and examine the influence of geography on the cultural development of each region.



## **SSWG1 The student will explain the physical aspects of geography**

- a. describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place
- b. explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place
- c. analyze the interrelationship between physical and human characteristics of a place



## **SSWG2 The student will explain the cultural aspects of geography**

- a. describe the concept of place by explaining how the culture of a region is product of the regions physical characteristics
- b. explain how cultural characteristics of a place can be used to describe a place
- c. analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture
- d. explain the how the development of customs and traditions help to define a culture and a people



## **SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia**

- a. describe the location of major physical features and their impact on North Africa/Southwest Asia
- b. describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia
- c. analyze the impact of natural resources, especially oil have on North Africa/Southwest Asia
- d. analyze the impact of water supplies on the growth of population centers
- e. explain the impact of Judaism, Christianity, and Islam on the development of the region's culture
- f. explain why this region contains areas on two different continents
- g. describe the major ethnic and cultural groups in North Africa/Southwest Asia including major customs and traditions



**SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa**

- a. describe the location of major physical features and their impact on Sub-Saharan Africa
- b. describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa
- c. describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization
- d. explain how Sub-Saharan Africa's physical features have impacted the distribution of its population
- e. analyze how the migration of people such as the Bantu and Zulu have impacted the economic cultural and political aspects of Sub-Saharan Africa
- f. analyze the strengths and weaknesses in the development of Sub-Saharan Africa including factors such as linguistic, tribal, and religious diversity, literacy levels, and the colonial legacy
- g. describe the ethnic and religious groups in Sub-Saharan Africa including major customs and traditions
- h. analyze the impact of drought and desertification on Sub-Saharan Africa



**SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia**


- a. describe the location of major physical features and their impact on the regions of Asia
- b. describe the major climates of each region and how they have affected each region's development
- c. analyze the impact of the topography and climate on population distribution in the regions
- d. describe the various ethnic and religious groups in the region and the affect of geography on their development and their major customs and traditions
- e. analyze the impact of population growth in the region on both the region and on other regions of the world including China, India, and Japan
- f. explain the division of the Indian-subcontinent into India and Pakistan and the eventual creation of Bangladesh
- g. describe the Pacific Rim and its cultural, political, and economic significance




**SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe**

- a. describe the location of major physical features and their impact on Europe
- b. describe the major climates of Europe and how they have affected Europe
- c. analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence
- d. describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions
- e. explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages


- f. analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs
- g. analyze the environmental issues associated with industrial and natural resource development in Europe including Russia

 **SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America**

- a. explain why the region is known as Latin America including cultural reasons
- b. describe the location of major physical features and their impact on Latin America
- c. describe the major climates of Latin America and how they have affected Latin America
- d. explain how geographic features and climatic patterns affect population distribution
- e. analyze the impact of natural disasters and political instability on economic activity in Latin America
- f. describe the various ethnic and religious groups in Latin America including South America, Central America and the Caribbean including major customs and traditions
- g. analyze the impact of deforestation on Latin America and explain actions being taken
- h. explain how Latin American countries are developing their resources to compete in the global market and develop industry such as Brazil
- i. analyze the impact illegal drug production and trade have on Latin America

 **SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States**

- a. describe the location of major physical features and their impact on the Canada and the United States
- b. describe the major climates of Canada and the United States and how they affect Canada and the United States
- c. explain the reasons for the population distribution in Canada and the United States
- d. explain how the physical geography of Canada and the United States contributed to regional growth and development
- e. describe the ethnic and religious groups in Canada and the United States including major customs and traditions
- f. analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States

 **SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica**

- a. describe the location of major physical features and their impact on the region
- b. describe the major climates and their impact on the region

- c. analyze the impact isolation has had on the cultural and biological development of the region
- d. describe the various ethnic and religious groups including major customs and traditions
- e. explain how the migration of diverse ethnic groups and available natural resources have affected the economic and political development
- f. explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961

# GEORGIA PERFORMANCE STANDARDS CIVICS/GOVERNMENT (High School)

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

- a. analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights
- b. analyze the writings of Hobbes (*Leviathan*), Locke (*Second Treatise on Government*), and Montesquieu (*The Spirit of Laws*) as they impact our concept of government

**SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.**

- a. compare and contrast the Declaration of Independence to the Social Contract Theory
- b. evaluate the Declaration of Independence as a persuasive argument

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- a. explain the main ideas in debate over ratification including those in *The Federalist*
- b. analyze the purpose of government stated in the Preamble of the United States Constitution
- c. explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism

**SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.**

- a. describe the structure and powers of the legislative, executive, and judicial branches
- b. analyze the relationship between the three branches in a system of checks and balances and separation of powers

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- a. explain the relationship of the state governments to the national government
- b. define the difference between enumerated and implied powers
- c. describe the extent to which power is shared
- d. identify powers denied to state and national governments
- e. analyze the ongoing debate that focuses on the balance of power between state and national governments
- f. analyze the supremacy clause found in Article IV and the role of the U.S.

Constitution as the “supreme law of the land”

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

- a. examine the Bill of Rights with emphasis on First Amendment freedoms
- b. analyze due process law expressed in the 5<sup>th</sup> and 14<sup>th</sup> Amendments
- c. explain selective incorporation of the Bill of Rights
- d. explain how government seeks to maintain the balance between individual liberties and the public interest
- e. explain every citizen’s right to be treated equally under the law

**SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.**

**SSCG8 The student will demonstrate knowledge of local, state, and national elections.**

- a. describe the organization, role, and constituencies of political parties
- b. describe the nomination and election process
- c. examine campaign funding and spending
- d. analyze the influence of media coverage, campaign advertising, and public opinion polls
- e. identify how amendments extend the right to vote

**SSCG9 The student will explain the differences between the House of Representatives and the Senate with emphasis on terms of office, powers, organization, leadership, and representation of each house.**

**SSCG10 The student will describe the legislative process, including the roles played by committees and leadership.**

- a. explain the steps in the legislative process
- b. explain the function of various leadership positions within the legislature

**SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.**

- a. explain the function of lobbyists
- b. describe the laws and rules that govern lobbyists
- c. explain the function of special interest groups

**SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.**

**SSCG13 The student will describe the qualifications for becoming President of the United States.**

- a. explain the written qualifications for President of the United States

- b. describe unwritten qualifications common to past presidents

**SSCG14 The student will explain the impeachment process and its usage for elected officials.**

- a. explain the impeachment process as defined in the U.S. Constitution
- b. describe the impeachment proceedings of Andrew Johnson and Bill Clinton

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

- a. compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies
- b. explain the functions of the Cabinet

**SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.**

- a. explain the jurisdiction of the federal courts and the state courts
- b. examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in *Marbury v. Madison*
- c. describe how the Supreme Court decides cases
- d. compare the philosophies of judicial activism and judicial restraint

**SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

- a. examine the legislative, executive, and judicial branches
- b. examine the structure of local governments with emphasis on county, city, and town
- c. identify current state and local officials
- d. analyze the relationship among state and local governments
- e. evaluate direct democracy by the initiative, referendum, and processes

**SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments.**

- a. examine the powers of state and local government
- b. examine sources of revenue received by each level of government
- c. analyze the services provided by state and local government

**SSCG19 The student will compare and contrast governments that are unitary, conferral, and federal governments; unitary, oligarchic and democratic governments; and presidential and parliamentary governments.**

**SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).**

**SSCG21 The student will demonstrate knowledge of criminal activity.**

- a. examine the nature and causes of crimes
- b. explain the effects criminal acts have on their intended victims
- c. categorize different types of crimes

d. explain the different types of defenses used by perpetrators of crime

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

a. analyze the steps in the criminal justice process

b. explain an individual's due process rights

c. describe the steps in a criminal trial or civil suit

d. examine the different types of sentences a convicted person can receive

# **GEORGIA PERFORMANCE STANDARDS**

## **UNITED STATES HISTORY**

(high school)

**The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization the course examines major events and themes throughout United State history. The course concludes with significant developments in the early 21<sup>st</sup> century.**

**SSUSH1 The student will describe European settlement in North America during the 17<sup>th</sup> century**

- a. explain Virginia's development, including the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery
- b. describe the settlement of New England including religious reasons, relations with Native Americans including King Phillip's War, the establishment of town meetings and development of a legislature, religious tensions that led to colonies such as Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of Massachusetts charter
- c. explain the development of the mid-Atlantic colonies including the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania
- d. explain the reasons for French settlement of Quebec

**SSUSH2 The student will trace the ways that the economy and society of British North America developed**

- a. explain the development of mercantilism and the trans-Atlantic trade,
- b. describe the Middle Passage, growth of the African population and African-American culture
- c. identify Benjamin Franklin as a symbol of social mobility and individualism
- d. explain the significance of the Great Awakening.

**SSUSH3 The student will explain the primary causes of the American Revolution.**

- a. explain how the end of Anglo-French imperial competition as seen in the French-Indian War, and the 1763 Treaty of Paris, laid the groundwork for the American Revolution
- b. explain colonial response to such British actions such as the Proclamation of 1763 Stamp Act, and the intolerable acts as seen in Sons and Daughters of Liberty, and Committees of Correspondence
- c. explain the importance of Thomas Paine's *Common Sense* to the movement for independence

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

- a. explain the language, organization, and intellectual sources including the writing of John Locke and Montesquieu of the Declaration of Independence and the role of Thomas Jefferson
- b. explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette
- c. analyze George Washington as a military leader including the creation of a professional military and the life of a common soldier, crossing the Delaware River, and Valley Forge
- d. explain Yorktown, the role of Lord Cornwallis and the Treaty of Paris, 1783

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- a. explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government
- b. evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison
- c. explain the key features of the Constitution, specifically Great Compromise, separation of powers, limited government, and the issue of slavery
- d. analyze how the Bill of Rights serves as a protector of individual and states rights
- e. explain the importance of the Presidencies of George Washington and John Adams including the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton)

**SSUSH6 The student will analyze the nature of territorial and population growth, and its impact in the early decades of the new nation.**

- a. explain the Northwest Ordinance's importance in the westward migration of Americans, on slavery, public education, and the addition of new states
- b. describe Jefferson's diplomacy of obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark
- c. explain major reasons for the War of 1812 and the war's significance of the development of a national identity
- d. describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure
- e. describe the reasons for and importance of the Monroe Doctrine

**SSUHS7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19<sup>th</sup> century, and the different responses to it.**

- a. explain the impact the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets
- b. describe the westward growth of the United States including the emerging concept of Manifest Destiny
- c. describe reform movements, specifically temperance, abolitionism, and public school
- d. explain women's efforts to gain the suffrage including Elizabeth Cady Stanton and the Seneca Falls Conference

- e. explain Jacksonian Democracy, expanding the suffrage, the rise of popular political culture, and the development of American nationalism

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

- a. explain how slavery became a significant issue in American politics including the slave of Nat Turner, and the rise of abolitionism (William Lloyd Garrison, Frederick Douglas and the Grimke sisters)
- b. explain the Missouri Compromise and the issue of slavery in western states and territories
- c. describe the Nullification Crisis and the emergence of states' rights ideology, including the role of John C. Calhoun and development of sectionalism
- d. describe war with Mexico and the Wilmot Proviso
- e. explain the Compromise of 1850

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

- a. explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid,
- b. describe President Lincoln's efforts to preserve the Union as seen in his second inaugural addresses and the Gettysburg speech and in his use of emergency powers such as his decision to suspend habeas corpus
- c. describe the role of Ulysses Grant, Robert E. Lee, "Stonewall Jackson," William T. Sherman, and Jefferson Davis
- d. explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta
- e. describe the significance of the Emancipation Proclamation
- g. explain the importance of the growing economic disparity between the North, and the South through an examination of population, functioning railroads, and industrial output

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

- a. compare and contrast Presidential Reconstruction with Radical Republican Reconstruction
- b. explain efforts to redistribute land in the South among the former slaves, provide advanced education such as Morehouse College, and the Freedmen's Bureau
- c. describe the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments
- e. explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- f. explain the impeachment of Andrew Johnson in relationship to Reconstruction

**SSUSH11 The student will describe the growth of big business and technological innovations after Reconstruction.**

- a. explain the impact of the railroads on other industries such as steel and on the organization of big business

- b. describe the impact of the railroads in the development of the West, including the transcontinental railroad, and the use of Chinese labor
- c. identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies
- d. describe the inventions of Thomas Edison, including the electric light bulb, motion pictures, and the phonograph, and their impact on American life.

**SSUSH12 The student will analyze important consequences of American industrial growth.**

- a. describe Ellis Island, the change in immigrants origins to southern and eastern Europe, and the impact of this change on urban America,
- b. identify the American Federation of Labor, Samuel Gompers
- c. describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee,
- d. describe the 1894 Pullman strike as an example of industrial unrest.

**SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.**

- a. explain Upton Sinclair's The Jungle and federal oversight of the meat packing industry,
- b. identify Jane Addams and Hull House, and the role of women in reform movements,
- c. describe the rise of Jim Crow, *Plessy v. Ferguson*, and the emergence of the NAACP.
- d. explain Ida Tarbell's role as a muckraker
- e. describe the significance of progressive reforms such as the initiative, the recall, and referendum direct election of senators, reform of labor laws and efforts to improve living conditions for the poor in cities

**SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.**

- a. explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast,
- b. describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism,
- c. explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

- a. describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare
- b. explain the domestic impact of World War I, reflected by the origins of the Great Migration, and the Espionage Act and socialist Eugene Debs
- c. explain Wilson's Fourteen Points, the proposed League of Nations
- d. passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing women suffrage

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

- a. explain how rising communism and socialism in the United States led to the Red Scare

- and immigrant restriction
- c. identify Henry Ford, mass production, and the automobile
  - d. describe the impact of radio, and the movies
  - e. describe modern forms of cultural expression, including Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

- a. describe the causes including over production, under consumption, and stock market speculation that led to the stock market crash of 1929 and Great Depression
- b. explain the impact of the drought in the creation of the Dust Bowl
- c. explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

- a. describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment
- b. explain the Wagner Act and the rise of industrial unionism
- c. explain the passage of the Social Security Act as a part of the second New Deal
- d. identify Eleanor Roosevelt as a symbol of social progress and women’s activism
- e. identify the political challenges to Roosevelt’s domestic and international leadership including the role of Huey Long, the “court packing bill,” and the Neutrality Act

 **SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

- a. explain A. Philip Randolph’s proposed march on Washington, D.C. and President Franklin D. Roosevelt’s response
- b. explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans
- c. explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin
- d. describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries
- e. describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb

 **SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

- a. describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy,
- b. explain the impact of the new communist regime in China, the outbreak of the Korean War, and how these events contributed to the rise of Senator Joseph McCarthy
- c. describe the Cuban Revolution, the Bay of Pigs and the Cuban missile crisis,
- d. describe the Vietnam War, the Tet offensive, and growing opposition to the war



**SSUSH21 The student will explain economic growth and its impact on the United States 1945-1970**

- a. describe the baby boom and the impact as shown by Levittown and the Interstate Highway Act
- b. describe the impact television has had on American culture, including the Presidential Debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights movement,
- c. analyze the impact of technology on American life including the development of the personal computer and the cellular telephone
- d. describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions

**SSUSH22 The student will identify dimensions of the Civil Rights movement 1945-1970.**

- a. explain the importance of President Truman's order to integrate the U.S. military and the federal government
- b. identify Jackie Robinson and the integration of baseball
- c. explain Brown v. Board of Education and efforts to resist the decision
- d. describe the significance of Martin Luther King, Jr.'s *Letter from a Birmingham Jail* and his *I have a dream* speech
- e. describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965



**SSUSH23 The student will describe and assess the impact of political developments between 1945-1970.**

- a. describe the Warren Court and the expansion of individual rights as seen in the Miranda decision
- b. describe the political impact of the assassination of President John F. Kennedy including the impact on Civil Rights legislation
- c. explain Lyndon Johnson's Great Society including the establishment of Medicare
- d. describe the social and political turmoil of 1968 to include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960's.**

- a. compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics, including sit-ins, freedom rides, and changing composition
- b. describe the National Organization of Women and the origins and goals of the modern women's movement
- c. analyze the anti-Vietnam War movement
- d. analyze Cesar Chavez and the United Farm Workers movement
- e. explain Rachel Carson and *Silent Spring*, Earth Day, the creation of the EPA, and the modern environmentalist movement
- f. describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968)



**SSUSH25 The student will describe changes in national politics since 1968.**

- a. describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford
- b. explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights including such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action
- c. explain the Carter administration's efforts in the Middle East including the Camp David Accords, his response to the 1979 Iranian Revolution and Iranian hostage crisis
- c. describe domestic and international events of Ronald Reagan's presidency including Reaganomics, the Iran-contra scandal and the collapse of the Soviet Union
- d. explain the relationship between Congress and President Bill Clinton including the North American Free Trade Agreement and his impeachment and acquittal
- e. analyze the 2000 presidential election and its outcome emphasizing the role of the electoral college
- f. analyze the response of President George W. Bush to the attacks of September 11, 2001 on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq

# GEORGIA PERFORMANCE STANDARDS WORLD HISTORY

(high school)

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations world wide and continue as students examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity, and globalization at the beginning of the 21<sup>st</sup> century.



## **SSWH1 The student will analyze the origins, structures and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE**

- a. describe the development of Mesopotamian societies including the religious, cultural, economic, and political facets of society including Hammurabi's law code.
- b. describe the relationship of religion and political authority in Ancient Egypt.
- c. explain the development of monotheism including the concepts developed by the ancient Hebrews and Zoroastrianism
- d. identifying early trading networks and writing systems existent in the Eastern Mediterranean including those of the Phoenicians
- e. explain the development and importance of writing including cuneiform, hieroglyphics, and the Phoenician alphabet



## **SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.**

- a. describe the development of Indian civilization including the rise and fall of the Maurya Empire, "Golden Age" under Gupta, and the emperor Ashoka
- b. explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism
- c. describe the development of Chinese civilization under the Zhou, Qin
- d. explain the impact of Confucianism on Chinese culture including the examination system, the Mandate of Heaven, the status of peasants, the status of merchants and the patriarchal family and diffusion to Southeast Asia, Japan and Korea



## **SSWH3 The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.**

- a. compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire
- b. identify the ideas and impact of important individuals to include Socrates, Plato, Aristotle the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar
- c. analyze the contributions of Hellenistic and Roman culture to include law, gender and science.
- d. describe polytheism in the Greek and Roman world and the origins and

- diffusion of Christianity in the Roman world.
- e. analyze the factors that led to the collapse of the western Roman Empire

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.**

- a. explain the relationship of the Byzantine Empire to the Roman Empire
- b. describe the significance of Justinian’s law code, Theodora and the role of women, and Byzantine art and architecture
- c. analyze the establishment of Christianity as the official religion of the Byzantine Empire
- d. analyze the role of Constantinople as a trading and religious center
- e. explain the influence of the Byzantine Empire on Russia with particular attention to its impact on Tsar Ivan III and Kiev
- d. define the role of Orthodox Christianity and the Schism

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE**

- a. explain the origins of Islam and the growth of the Islamic Empire
- b. identify the Muslim trade routes to India, China, Europe and Africa and assess the economic impact of this trade
- c. explain the reasons for the split between Sunni and Shia Muslims.
- d. identify the contributions of Islamic scholars in medicine (Ibn Sina), geography (Ibn Battuta)
- e. describe the impact of the Crusades on both the Islamic World and Europe.
- f. analyze the impact of the expansion of the Mongol Empire to include the stabilization of trading networks from China to the Mediterranean world
- g. analyze the relationship between Judaism, Christianity, and Islam

**SSWH6 The student will describe the diverse characteristics of early African societies before 1800.**

- a. identify the Bantu migration patterns and contribution to settled agriculture.
- b. describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai) including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca
- c. describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves including the Swahili trading cities
- d. analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics**

- a. explain the manorial system and feudalism, to include the status of peasants and feudal monarchies and the importance of Charlemagne
- b. describe the political impact of Christianity to include Pope Gregory VII and King Henry IV
- c. explain the role of the church in medieval society.

- d. describe how increasing trade led to the growth of towns and cities.

**SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America**

- a. explain the rise and fall of the Olmec, Mayan, Aztec and Inca empires.
- b. compare the culture of the Americas including government, economy, religion and the arts of the Mayans, Aztecs and Incas.

**SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation**

- a. explain the social, economic and political changes that contributed to the rise of Florence and the ideas of Machiavelli
- b. identify artistic and scientific achievements of the “Renaissance man “ Leonardo da Vinci, and Michelangelo
- c. explain the main characteristics of humanism to include the ideas of Petrarch, Dante and Erasmus
- d. analyze the impact of the Protestant Reformation to include the ideas of Martin Luther and John Calvin
- e. describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
- f. describe the English Reformation and the role of Henry VIII and Elizabeth I
- g. explain the importance of Gutenberg and the invention of the printing press

**SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa and Asia**

- a. explain the roles of explorers and conquistadors, including Zheng He, Vasco DaGama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
- b. define the Columbian Exchange and its global economic and cultural impact.
- c. explain the role of the improved technology in European exploration including the astrolabe.

**SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE**

- a. describe the policies of the Tokugawa and Qing rulers, to include Oda Nobunaga, and Kangxi.
- b. analyze the impact of population growth and its impact on the social structure.

**SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires**

- a. describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Moghal Empire during the reigns of Babur and Akbar
- b. explain the ways in which these Muslim empires influenced religion, law and the arts in their parts of the world.

**SSWH13 The student will examine the intellectual, political, social and economic factors which changed the world view of Europeans**

- a. explain the scientific contributions of Copernicus, Galileo, Kepler and Newton and how these ideas changed the European world view.
- b. identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau and their relationship to politics and society.

**SSWH14 The student will analyze the Age of Revolutions and Rebellions**

- a. examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, Tokugawa Ieyasu.
- b. identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
- c. explain Napoleon's rise to power, defeat, and consequences for Europe
- d. examine the interaction with westerners to include Opium War, the Taiping Rebellion, and Commodore Perry.

**SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world wide imperialism**

- a. analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its impact on women
- b. compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.
- c. describe the reaction to foreign domination including the Russo-Japanese War and Young Turks.
- d. describe imperialism in Africa and Asia by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia.

**SSWH16 The student will demonstrate an understanding of long term causes of World War I and its global impact**

- a. identify the causes of the war including Balkan nationalism, entangling alliances, and militarism
- b. describe the conditions on the war front for soldiers including the Battle of Verdun,
- c. explain the major decisions made in the Versailles Treaty including German reparations and the mandate system that replaced Ottoman control
- d. analyze the destabilization of Europe in the collapse of the great empires including the Romanov and Hapsburg dynasties

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II**

- a. examine the impact of the war on science, art, and social thinking by identifying the cultural significance of Sigmund Freud, Albert Einstein, and Picasso.
- b. determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan
- c. describe the rise of fascism in Europe and Asia by comparing the policies of Benito

- Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan
- d. analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi
  - e. describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments
  - f. explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland

**SSWH18 The student will demonstrate an understanding of the global political, economic and social impact of World War II**

- a. describe the major conflicts and outcomes including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia
- b. identify Nazi ideology, policies, and consequences which led to the Holocaust.
- c. explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe
- d. explain allied Post-World War II policies including formation of the United Nations, the Marshall Plan for Europe, and McArthur's plan for Japan.

**SSWH19 The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989**

- a. analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana.
- b. describe the formation of the state of Israel
- c. explain the arms race to include development of the Hydrogen Bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972)
- d. compare and contrast the reforms of Khrushchev to Gorbachev
- e. analyze efforts in the pursuit of freedom to include, anti-apartheid, Tianamen Square, and the fall of the Berlin Wall

**SSWH20 The student will examine change and continuity in the world since the 1960s**

- a. identify ethnic conflicts and new nationalisms to include pan-Africanism, pan-Arabism and the conflicts in Bosnia-Herzegovina and Rwanda
- b. describe the breakup of the Soviet Union in 1991 which produced the independent countries to include Ukraine, Kazakhstan and the Baltic States.
- c. analyze terrorism as a form of warfare in the 20<sup>th</sup> century including Shining Path, Red Brigade, Hamas, and Al Qaeda and its impact on daily life including travel, world energy supplies, and financial markets
- d. examine the rise of women as major world leaders to include, Golda Meir, Indira Gandhi, and Margaret Thatcher

**SSWH21 The student will analyze globalization in the contemporary world**

- a. describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers
- b. analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization

## SOCIAL STUDIES SKILLS MATRIX

**GOAL:** The student will use maps to retrieve social studies information.

**I:** indicates when a skill is **introduced** in the standards and elements as part of the content

**D:** indicate grade levels where the teacher must **develop** that skill using the appropriate content

**M:** indicates grade level by which student should achieve **mastery**. Mastery is the ability to use the skill in all situations. At the mastery level students will be assessed on state wide assessments.

**A:** indicates grade levels where students will continue to **apply** and improve mastered skills

MAP AND GLOBE SKILLS	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on a map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions.

**I:** indicates when a skill is **introduced** in the standards and elements as part of the content

**D:** indicate grade levels where the teacher must **develop** that skill using the appropriate content

**M:** indicates grade level by which student should achieve **mastery**. Mastery is the ability to use the skill in all situations. At the mastery level students will be assessed on state wide assessments.

**A:** indicates grade levels where students will continue to **apply** and improve mastered skills

<b>INFORMATION PROCESSING SKILLS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulates appropriate research questions					I	M	A	A	A	A
15. determines adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interprets political cartoons					I	D	D	D	M	A