



# **CRCT Content Descriptions**

based on the Georgia Performance Standards

## **Social Studies**

Grades 3–8



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**Criterion-Referenced Competency Tests (CRCT)**

## **Content Descriptions Social Studies**

Georgia law requires the development and administration of the CRCT in the content areas of Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each spring students in grades 1 through 8 take the Reading, English/Language Arts, and Mathematics CRCT, while students in grades 3 through 8 also take the Science and Social Studies CRCT. These tests are designed to measure student achievement of the Georgia Performance Standards (GPS).

### **Program Purpose**

The CRCT is designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the GPS. The testing program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually.

### **Mandated Grades for Social Studies**

Grades 3 through 8 are mandated to participate in the Social Studies CRCT each spring.

### **CRCT Content Descriptions**

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the GPS will be assessed on the CRCT. Committees of Georgia educators reviewed the curriculum and provided guidance for the assessment program.

It is important to note that some curricular standards are better suited for classroom or individual assessment rather than large-scale, paper-pencil assessment. While those curricular standards designed for classroom/individual assessment are not included in the Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the GPS; they are provided to help educators better understand how the curriculum will be assessed. Furthermore, the CRCT Content Descriptions *by no means* suggest *when* concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-adopted curriculum (i.e., the GPS). The GPS is located at <http://www.georgiastandards.org>.

## **Social Studies Content Domains**

To provide reliable measures as well as structure to the assessment program, the curricular standards provided in the GPS were grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for Social Studies are:

Grades 3–8

History

Geography

Government/Civics

Economics

## **Using the Social Studies CRCT Content Descriptions**

The Social Studies CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The curriculum standards assessed in each domain are provided as are the related concepts, skills, and abilities assessed. It is important to note the differences between the GPS and the former curriculum. The GPS is a conceptual curriculum, requiring instruction be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when the full curriculum is taught in an integrated, conceptual fashion. In 6<sup>th</sup> and 7<sup>th</sup> grade there is an additional organization of the GPS. Besides being organized by domains, the 6<sup>th</sup> and 7<sup>th</sup> grade GPS are also organized by world regions. In 7<sup>th</sup> grade all regions are assessed equally; however, in 6<sup>th</sup> grade more emphasis is placed on the larger regions of Latin America and Europe than the countries of Canada and Australia. Further information on this is found in the GaDOE Frameworks and the Teacher Notes for each grade.

## **Social Studies**

**Grade:** 3

**Domain:** History

### **Domain Description**

History refers to describing how ancient Greek democracy in Athens influenced democracy in the United States and to explaining the contributions of selected Americans who have been important in ensuring the rights of United States citizens.

### **Standards Associated with Domain**

SS3H1

SS3H2

### **Associated Concepts, Skills, and Abilities**

- Identify the influence of Greek architecture (columns on the Parthenon, U.S. Supreme Court Building), law, and the Olympic Games on the present
- Explain the ancient Athenians' idea that a community should choose its own leaders
- Compare and contrast Athens as a direct democracy with the United States as a representative democracy
- Describe the lives of Americans who expanded people's rights and freedoms in a democracy (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights)
- Explain social barriers, restrictions, and obstacles that historical figures (noted in SS3H2a) had to overcome and describe how they overcame them

## **Social Studies**

**Grade:** 3

**Domain:** Geography

### **Domain Description**

Geography refers to locating physical features in the United States and to understanding cultural and geographic systems associated with the people discussed in the history domain.

### **Standards Associated with Domain**

SS3G1

SS3G2

### **Associated Concepts, Skills, and Abilities**

- Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, and Hudson
- Identify major mountain ranges of the United States of America: Appalachian and Rocky
- Locate the equator, prime meridian, and lines of latitude and longitude on a globe
- Locate Greece on a world map
- Identify on a political map specific locations significant to the life and times of the historic figures noted in SS3H2a (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights)
- Describe how place (physical and human characteristics) had an impact on the lives of the historic figures (noted in SS3H2a)
- Describe how each of the historic figures (noted in SS3H2a) adapted to and was influenced by his/her environment
- Trace examples of travel and movement of the historic figures (noted in SS3H2a) and their ideas across time
- Describe how the region in which the historic figures (noted in SS3H2a) lived affected their lives and had an impact on their cultural identification

## **Social Studies**

**Grade:** 3

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to explaining the foundations of a republican form of government, describing the structure of the U.S. government, and determining how the people discussed in the history domain exhibited positive character traits.

### **Standards Associated with Domain**

SS3CG1

SS3CG2

### **Associated Concepts, Skills, and Abilities**

- Explain why in the United States there is a separation of power between branches of government and levels of government
- Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission, or city council)
- State an example of the responsibilities of each level and branch of government
- Describe how the different historical figures in SS3H2a (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights) displayed positive character traits of cooperation, diligence, courage, and leadership
- Explain how the historical figures (noted in SS3H2a) used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression
- Explain how the historical figures (noted in SS3H2a) chose when to respect and accept authority

## **Social Studies**

**Grade:** 3

**Domain:** Economics

### **Domain Description**

Economics refers to analyzing basic economic concepts followed by individuals, by local companies, agencies, and communities, and by countries.

### **Standards Associated with Domain**

SS3E1

SS3E2

SS3E3

SS3E4

### **Associated Concepts, Skills, and Abilities**

- Describe natural (land) resources
- Describe human (labor) resources
- Describe capital (capital goods) resources
- Describe entrepreneurship (used to create goods and services) resources
- Explain that governments provide certain types of goods and services in a market economy and pay for these through taxes, describing services such as schools, libraries, roads, police/fire protection, and military
- Describe the interdependence of consumers and producers of goods and services
- Describe how goods and services are allocated by price in the marketplace
- Explain that some things are made locally, some elsewhere in the country, and some in other countries
- Explain that most countries create their own currency for use as money
- Describe the costs and benefits of personal spending and saving choices

## Social Studies

Grade: 4

Domain: History

### Domain Description

History refers to examining United States history from the development of Native American cultures to the antebellum period ending in 1860.

### Standards Associated with Domain

SS4H1

SS4H2

SS4H3

SS4H4

SS4H5

SS4H6

SS4H7

### Associated Concepts, Skills, and Abilities

- Locate where Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole)
- Describe how Native Americans used their environment to obtain food, clothing, and shelter
- Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier
- Describe examples of cooperation and conflict between Europeans and Native Americans
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
- Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans
- 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
- 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
- Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown
- 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
- Identify the weaknesses of the government established by the Articles of Confederation
- 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
- 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
- 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
- Describe the causes and events of the War of 1812; include burning of the Capitol and the White House



- 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)
- Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America
- Describe the impact of westward expansion on Native Americans
- Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton
- Explain the significance of Sojourner Truth to the abolitionist and suffrage movements

## **Social Studies**

**Grade:** 4

**Domain:** Geography

### **Domain Description**

Geography refers to locating physical and man-made features in the United States and to understanding how physical systems affect human systems.

### **Standards Associated with Domain**

SS4G1

SS4G2

### **Associated Concepts, Skills, and Abilities**

- 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
- Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal
- Explain why each of the Native American groups noted in SS4H1a (Arctic-Inuit, Northwest-Kwakiutl, Plateau-Nez Perce, Southwest-Hopi, Plains-Pawnee, and Southeastern-Seminole) occupied the areas they did, with emphasis on why some developed permanent villages and others did not
- Describe how the early explorers noted in SS4H2a (John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier) adapted, or failed to adapt, to the various physical environments in which they traveled
- Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein
- Explain how each force (Americans and British) attempted to use the physical geography of each battle site noted in SS4H4c (the Battles of Lexington and Concord, Saratoga, and Yorktown) to their benefit
- Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 as noted in SS4H6a (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)

## **Social Studies**

**Grade:** 4

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to describing important concepts and rights developed during the formation of the United States government.

### **Standards Associated with Domain**

SS4CG1

SS4CG2

SS4CG3

SS4CG4

SS4CG5

### **Associated Concepts, Skills, and Abilities**

- Describe the meaning of natural rights as found in the Declaration of Independence (the rights to life, liberty, and the pursuit of happiness)
- Describe the meaning of "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
- Describe the meaning of the federal system of government in the U.S.
- Explain the importance of freedom of expression as guaranteed by the First Amendment to the U.S. Constitution
- Explain the process for making and enforcing laws
- Explain managing conflicts and protecting rights
- Describe providing for the defense of the nation
- Explain limiting the power of people in authority
- Explain the fiscal responsibility of government
- Explain the necessity of respecting the rights of others and promoting the common good
- 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)
- Name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness)

**Social Studies****Grade:** 4**Domain:** Economics**Domain Description**

Economics refers to analyzing how economic concepts affect historical events and to explaining the importance of economics in students' lives.

**Standards Associated with Domain**

SS4E1

SS4E2

**Associated Concepts, Skills, and Abilities**

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America)
- Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce)
- Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies)
- Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America)
- Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies)
- Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph)
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important

## **Social Studies**

**Grade:** 5

**Domain:** History

### **Domain Description**

History refers to examining United States history from the Civil War to the present.

### **Standards Associated with Domain**

SS5H1	SS5H2	SS5H3	SS5H4
SS5H5	SS5H6	SS5H7	SS5H8
SS5H9			

### **Associated Concepts, Skills, and Abilities**

- 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
- 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
- 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)
- 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
- Describe the reasons people emigrated to the United States, where they emigrated from, and where they settled
- Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations
- 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, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919
- 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)
- Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens

- Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority
- Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens
- Describe Germany's aggression in Europe and Japanese aggression in Asia
- 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
- Discuss President Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki
- Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler
- Describe the effects of rationing and the changing role of women and African Americans; include "Rosie the Riveter" and the Tuskegee Airmen
- Explain the U.S. role in the formation of the United Nations
- 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
- 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
- Describe U.S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the 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

**Social Studies****Grade: 5****Domain: Geography****Domain Description**

Geography refers to locating important places in the United States and to explaining the impact of geography on economic development.

**Standards Associated with Domain**

SS5G1

SS5G2

**Associated Concepts, Skills, and Abilities**

- Locate important physical features, such as the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert
- Locate important man-made places, such as the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL
- Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900
- Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas

## **Social Studies**

**Grade: 5**

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to evaluating concepts and rights as outlined in amendments to the United States Constitution and why the Constitution is amended.

### **Standards Associated with Domain**

SS5CG1

SS5CG2

SS5CG3

### **Associated Concepts, Skills, and Abilities**

- Explain the responsibilities of a citizen
- Explain the freedoms granted and rights protected by the Bill of Rights
- Explain the concept of due process of law and describe how the Constitution protects a citizen's rights by due process
- Explain the amendment process outlined in the Constitution
- Describe the purpose for the amendment process
- Explain the purpose of the 12th and 17th amendments
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments



## **Social Studies**

**Grade:** 5

**Domain:** Economics

### **Domain Description**

Economics refers to analyzing how economics affects historical events, society, and individuals.

### **Standards Associated with Domain**

SS5E1

SS5E2

SS5E3

SS5E4

### **Associated Concepts, Skills, and Abilities**

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during World War II)
- Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices)
- 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)
- Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs)
- Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries)
- Give examples of technological advancements and their impact on business productivity during the continuing development of the United States
- Describe the household function in providing resources and consuming goods and services
- Describe the private business function in producing goods and services
- Describe the bank function in providing checking accounts, savings accounts, and loans
- Describe the government function in taxation and providing certain goods and services
- Describe how competition, markets, and prices influence people's behavior
- Describe how people earn income by selling their labor to businesses
- Describe how entrepreneurs take risks to develop new goods and services to start a business
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important

**Social Studies**

**Grade: 6**

**Domain: Geography**

**Domain Description**

Geography refers to describing important physical and human characteristics of specific regions in order to acquaint students with the world in which they live. The emphasis is on Latin America and Europe, but some of the physical and human characteristics of Canada and Australia are also covered.

**Standards Associated with Domain**

SS6G1	SS6G2	SS6G3	SS6G4
SS6G5	SS6G6	SS6G7	SS6G8
SS6G9	SS6G10	SS6G11	SS6G12
SS6G13	SS6G14		

**Associated Concepts, Skills, and Abilities**

- Locate on a world or regional political/physical map:
  - Amazon River
  - Gulf of Mexico
  - Panama Canal
  - Sierra Madre Mountains
  - Caribbean Sea
  - Pacific Ocean
  - Andes Mountains
  - Atacama Desert
- Locate on a world or regional political/physical map:
  - Bolivia
  - Colombia
  - Haiti
  - Panama
  - St. Lawrence River
  - Atlantic Ocean
  - the Great Lakes
  - Rocky Mountains
  - Brazil
  - Cuba
  - Mexico
  - Venezuela
  - Hudson Bay
  - Pacific Ocean
  - Canadian Shield
- Locate on a world or regional physical/political map:
  - Danube River
  - English Channel
  - European Plain
  - Pyrenees
  - Iberian Peninsula
  - Rhine River
  - Mediterranean Sea
  - Alps
  - Ural Mountains
  - Scandinavian Peninsula
- Locate on a world or regional physical/political map:
  - Belgium
  - Germany
  - Poland
  - Spain
  - United Kingdom
  - France
  - Italy
  - Russia
  - Ukraine
- Locate on a world or regional physical/political map:
  - Great Barrier Reef
  - Ayers Rock
  - Coral Sea
  - Great Victoria Desert

### Human Geography:

- Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela
- Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade
- Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade
- Describe the results of blending of ethnic groups in Latin America and the Caribbean
- Explain why Latin America is a region based on the languages of Portuguese and Spanish
- Evaluate how the literacy rate affects the standard of living
- Describe how Canada's location, climate, and natural resources have affected where people live
- Describe how Canada's location, climate, and natural resources impact trade
- Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources
- Explain the major concerns of Europeans regarding issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine
- Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade
- Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade
- Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian
- Describe the major religions in Europe; include Judaism, Christianity, and Islam
- Describe how Australia's location, climate, and natural resources have affected where people live
- Describe how Australia's location, climate, and natural resources impact trade
- Explain the impact of English colonization on the language and religion of Australia

## **Social Studies**

**Grade:** 6

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to examining different types of political structures in order for students to understand the variety of governments that exist in the world. Specific governments in Latin America and Europe are examined, as well as the governments of Canada and Australia.

### **Standards Associated with Domain**

SS6CG1            SS6CG2            SS6CG3            SS6CG4  
SS6CG5            SS6CG6            SS6CG7

### **Associated Concepts, Skills, and Abilities**

- Describe the way government systems distribute power:
  - o unitary
  - o confederation
  - o federal
- Explain how governments determine citizen participation:
  - o autocratic
  - o oligarchic
  - o democratic
- Describe the two predominant forms of democratic government:
  - o parliamentary
  - o presidential
- Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms
- Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms
- Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms
- Describe the purpose of the European Union and the relationship between member nations
- Describe the federal parliamentary democracy of Australia, distinguishing the form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms

## **Social Studies**

**Grade:** 6

**Domain:** Economics

### **Domain Description**

Economics refers to understanding different economic systems and discussing the influence of trade and other factors on the economic development of Latin America, Europe, Canada, and Australia.

### **Standards Associated with Domain**

SS6E1	SS6E2	SS6E3	SS6E4
SS6E5	SS6E6	SS6E7	SS6E8
SS6E9	SS6E10		

### **Associated Concepts, Skills, and Abilities**

- Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command
- Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil
- Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia
- Describe the economic system used in Australia
- Explain how specialization encourages trade between countries
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes
- Explain the functions of the North American Free Trade Agreement (NAFTA)
- Explain why international trade requires a system for exchanging currencies between nations
- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP)
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)
- Describe the role of natural resources in a country's economy
- Describe the role of entrepreneurship
- Explain personal money management choices in terms of income, spending, credit, saving, and investing

## **Social Studies**

**Grade:** 6

**Domain:** History

### **Domain Description**

History refers to analyzing significant historical events in order to understand the current state of affairs in specific regions of the world. The emphasis is on Latin America and Europe, but some events in the history of Canada and Australia are also covered.

### **Standards Associated with Domain**

SS6H1	SS6H2	SS6H3	SS6H4
SS6H5	SS6H6	SS6H7	SS6H8
SS6H9			

### **Associated Concepts, Skills, and Abilities**

- Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa
- Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse
- Describe the influence of African slavery on the development of the Americas
- Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America
- Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo
- Explain the impact of the Cuban Revolution
- Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico
- Describe the influence of the French and the English on the language and religion of Canada
- Explain how Canada became an independent nation
- Describe Quebec's independence movement
- Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator
- Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas
- Trace the colonization of Australia by the United Kingdom
- Explain the impact of European empire building in Africa and Asia on the outbreak of WWI
- Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism
- Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers
- Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification
- Describe the origins and culture of the Aborigines
- Explain the reasons for British colonization of Australia; include the use of prisoners as colonists
- Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia

## Social Studies

Grade: 7

Domain: Geography

### Domain Description

Geography refers to describing important physical and human characteristics of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia in order to acquaint students with the world in which they live.

### Standards Associated with Domain

SS7G1	SS7G2	SS7G3	SS7G4
SS7G5	SS7G6	SS7G7	SS7G8
SS7G9	SS7G10	SS7G11	SS7G12

### Associated Concepts, Skills, and Abilities

- Locate on a world or regional political/physical map:
  - Sahara
  - savannah
  - Congo River
  - Nile River
  - Lake Victoria
  - Kalahari Desert
  - Sahel
  - tropical rain forest
  - Niger River
  - Lake Tanganyika
  - Atlas Mountains
- Locate on a world or regional political/physical map:
  - Democratic Republic of the Congo (Zaire)
  - Kenya
  - South Africa
  - Egypt
  - Nigeria
  - Sudan
- Locate on a world or regional political/physical map:
  - Euphrates River
  - Tigris River
  - Persian Gulf
  - Arabian Sea
  - Gaza Strip
  - Jordan River
  - Suez Canal
  - Strait of Hormuz
  - Red Sea
- Locate on a world or regional political/physical map:
  - Afghanistan
  - Iraq
  - Saudi Arabia
  - Iran
  - Israel
  - Turkey
- Locate on a world or regional political/physical map:
  - Ganges River
  - Indus River
  - Yangtze (Chang Jiang) River
  - Indian Ocean
  - South China Sea
  - Gobi Desert
  - Himalayan Mountains
  - Huang He (Yellow River)
  - Mekong River
  - Bay of Bengal
  - Sea of Japan
  - Yellow Sea
  - Taklimakan Desert
  - Korean Peninsula

- Locate on a world or regional political/physical map:
  - China
  - Indonesia
  - North Korea
  - Vietnam
  - India
  - Japan
  - South Korea
- Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water
- Explain the relationship between poor soil and deforestation in Sub-Saharan Africa
- Explain the impact of desertification on the environment of Africa from the Sahel to the rain forest.
- Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel
- Explain the differences between an ethnic group and a religious group
- Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups
- Evaluate how the literacy rate affects the standard of living
- Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water
- Explain how the distribution of oil has affected the development of Southwest Asia (Middle East)
- Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel
- Explain the diversity of religions within the Arabs, Persians, and Kurds
- Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity
- Explain the reason for the division between Sunni and Shia Muslims
- Describe the causes and effects of pollution on the Yangtze and Ganges Rivers
- Describe the causes and effects of air pollution and flooding in India and China
- Describe the impact climate and location has on population distribution in Southern and Eastern Asia
- Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel
- Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism, and the philosophy of Confucianism



## **Social Studies**

**Grade:** 7

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to examining different types of political structures in order for students to understand the variety of governments that exist in Africa, Southwest Asia (Middle East), and Southern and Eastern Asia.

### **Standards Associated with Domain**

SS7CG1            SS7CG2            SS7CG3            SS7CG4  
SS7CG5            SS7CG6            SS7CG7

### **Associated Concepts, Skills, and Abilities**

- Describe the way government systems distribute power:
  - o unitary
  - o confederation
  - o federal
- Explain how governments determine citizen participation:
  - o autocratic
  - o oligarchic
  - o democratic
- Describe the two predominant forms of democratic government:
  - o parliamentary
  - o presidential
- Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms
- Compare how various factors, including gender, affect access to education in Kenya and Sudan
- Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa
- Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms
- Compare and contrast the federal republic of The Republic of India, the communist state of The People’s Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms

## Social Studies

Grade: 7

Domain: Economics

### Domain Description

Economics refers to understanding different economic systems and discussing the influence of trade and other factors on the economic development of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia.

### Standards Associated with Domain

SS7E1	SS7E2	SS7E3	SS7E4
SS7E5	SS7E6	SS7E7	SS7E8
SS7E9	SS7E10		

### Associated Concepts, Skills, and Abilities

- Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command
- Compare and contrast the economic systems in South Africa and Nigeria
- Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey
- Compare and contrast the economic systems in China, India, Japan, and North Korea
- Explain how specialization encourages trade between countries
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes
- Explain why international trade requires a system for exchanging currencies between nations
- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP)
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)
- Describe the role of entrepreneurship
- Describe the role of natural resources in a country's economy
- Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa
- Explain the role of oil in Israel, Saudi Arabia, and Iran
- Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC)
- Explain personal money management choices in terms of income, spending, credit, saving, and investing

## **Social Studies**

**Grade:** 7

**Domain:** History

### **Domain Description**

History refers to analyzing significant historical events in order to understand the current state of affairs in Africa, Southwest Asia (Middle East), and Southern and Eastern Asia.

### **Standards Associated with Domain**

SS7H1

SS7H2

SS7H3

### **Associated Concepts, Skills, and Abilities**

- Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries
- Explain how nationalism led to independence in South Africa, Kenya, and Nigeria
- Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. de Klerk
- Explain the impact of the Pan-African movement
- Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict
- Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe
- Describe how land and religion are reasons for continuing conflicts in the Middle East
- Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq
- Describe how nationalism led to independence in India and Vietnam
- Describe the impact of Mohandas Gandhi's belief in nonviolent protest
- Explain the role of the United States in the rebuilding of Japan after WWII
- Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square
- Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism

## **Social Studies**

**Grade:** 8

**Domain:** History

### **Domain Description**

History refers to analyzing Georgia's role in the history of the United States from the development of Native American cultures to the present time.

### **Standards Associated with Domain**

SS8H1	SS8H2	SS8H3	SS8H4
SS8H5	SS8H6	SS8H7	SS8H8
SS8H9	SS8H10	SS8H11	SS8H12

### **Associated Concepts, Skills, and Abilities**

- Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact
- Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands and the explorations of Hernando De Soto
- 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
- 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
- Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida
- Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors
- 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
- 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
- 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
- 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

- Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches
- Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud
- Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth
- 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
- 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
- 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
- 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
- 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
- Analyze how rights were denied to African Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence
- Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon
- Give reasons for World War I and describe Georgia's contributions
- Describe the impact of the boll weevil and drought on Georgia
- Explain economic factors that resulted in the Great Depression
- Discuss the impact of the political career of Eugene Talmadge
- 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
- Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor

- Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson
- Explain the impact of the Holocaust on Georgians
- Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state
- Analyze the impact of the transformation of agriculture on Georgia's growth
- 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
- Discuss the impact of Ellis Arnall
- 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
- 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 Nonviolent 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
- Discuss the impact of Andrew Young on Georgia
- Evaluate the consequences of the end of the county unit system and reapportionment
- Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president
- Analyze the impact of the rise of the two-party system in Georgia
- Evaluate the effect of the 1996 Olympic Games on Georgia
- Evaluate the importance of new immigrant communities to the growth and economy of Georgia

**Social Studies****Grade:** 8**Domain:** Geography**Domain Description**

Geography refers to describing Georgia's physical features and location and to determining the importance of Georgia's modern transportation systems.

**Standards Associated with Domain**

SS8G1

SS8G2

**Associated Concepts, Skills, and Abilities**

- Locate Georgia in relation to region, nation, continent, and hemispheres
- Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain
- 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
- Evaluate the impact of climate on Georgia's development
- Explain how the four transportation systems (interstate highways, Hartsfield-Jackson Atlanta International Airport, ports, and railroads) interact to provide domestic and international goods to the people of Georgia
- Explain how the four transportation systems (interstate highways, Hartsfield-Jackson Atlanta International Airport, ports, and railroads) interact to provide producers and service providers in Georgia with national and international markets
- Explain how the four transportation systems (interstate highways, Hartsfield-Jackson Atlanta International Airport, ports, and railroads) provide jobs for Georgians

## **Social Studies**

**Grade:** 8

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to examining Georgia's state and local governments to explaining the role of the individual citizen in Georgia government and the juvenile justice system.

### **Standards Associated with Domain**

SS8CG1

SS8CG2

SS8CG3

SS8CG4

SS8CG5

SS8CG6

### **Associated Concepts, Skills, and Abilities**

- Explain the basic structure of the Georgia state constitution
- Explain the concepts of separation of powers and checks and balances
- Describe the rights and responsibilities of citizens
- Explain voting qualifications and elections in Georgia; items may include primary, runoff, general, and special elections
- Explain the role of political parties in government
- Explain the qualifications, term, election, and duties of members of the General Assembly
- Describe the organization of the General Assembly, with emphasis on leadership and the committee system
- Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia
- Explain the qualifications, term, election, and duties of the governor and lieutenant governor
- Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources
- Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws
- Explain the structure of the court system in Georgia, including trial and appellate procedures and how judges are selected
- Explain the difference between criminal law and civil law
- Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process
- Describe ways to avoid trouble and settle disputes peacefully
- Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system
- Explain the origins, functions, purposes, and differences of county and city governments in Georgia
- Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government
- Describe the functions of special-purpose governments
- Evaluate the role of local government working with state agencies to administer state programs
- Explain the difference between delinquent behavior and unruly behavior and the consequences of each



- Describe the rights of juveniles when taken into custody
- Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process
- Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice processes, how the decision to transfer to adult court is made, and the possible consequences

**Social Studies**

**Grade:** 8

**Domain:** Economics

**Domain Description**

Economics refers to evaluating how Georgia’s economy has been affected by historical events and how free trade, Georgia-based corporations, and the activities of state and local governments affect it today.

**Standards Associated with Domain**

SS8E1

SS8E2

SS8E3

SS8E4

SS8E5

**Associated Concepts, Skills, and Abilities**

- Give examples of the kinds of goods and services produced in Georgia in different historical periods
- Describe how Georgians have engaged in trade in different historical time periods
- Explain how the four transportation systems from SS8G2 (interstate highways, Hartsfield-Jackson Atlanta International Airport, ports, and railroads) contribute to Georgia’s role in world trade
- Define profit and describe how profit is an incentive for entrepreneurs
- Explain how entrepreneurs take risks to develop new goods and services to start a business
- Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot
- Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes
- Explain the distribution of state revenue to provide services
- Evaluate how choices are made given the limited revenues of state and local governments
- Explain personal money management choices in terms of income, spending, credit, saving, and investing