

# Georgia High School Graduation Tests



## Transitional Test Content Descriptions

Based on the Georgia Performance Standards  
and the Quality Core Curriculum

# Social Studies

Kathy Cox  
State Superintendent of Schools

©Revised 2007

**Table of Contents**

**Program Purpose** .....2

**GHS GT Content Descriptions** .....3

**Domain 1: American Government/Civics (18% of the test)** .....4

**Domain 2: United States History to 1865 (26% of the test)** .....7

**Domain 3: United States History since 1865 (25% of the test)** .....10

**Domain 4: World Geography (13% of the test)** .....14

**Domain 5: World History (18% of the test)** .....17

**Social Studies Skills Matrices** .....20

## **Program Purpose**

The Georgia High School Graduation Tests (GHSGT) measure whether Georgia high school students have mastered essential content from the state-adopted curriculum. Students earning a regular Georgia diploma must pass all four parts of the GHSGT and the Georgia High School Writing Assessment in addition to meeting other local and state graduation requirements.

The Georgia State Board of Education approved the Georgia Performance Standards (GPS) in Social Studies for use in all Georgia public schools. Instruction in the new social studies performance standards began in the 2007-2008 school year. Beginning in the spring of 2008, the Social Studies GHSGT will reflect the transition to the GPS from the former curriculum, the Quality Core Curriculum (QCC). First-time 11<sup>th</sup> grade test takers will take a transitional form of the Social Studies GHSGT that is aligned to standards and content found in both the GPS and the QCC. The transitional tests assess only the standards and the content that students have an opportunity to learn whether they received instruction in the GPS or the QCC. Beginning in the spring of 2010, first-time 11<sup>th</sup> grade test takers will take a social studies graduation test based solely on the GPS.

Committees of social studies educators from throughout Georgia met in 2006 and 2007 to identify standards, concepts, and skills of the GPS that are common to the QCC standards assessed in the QCC version of the GHSGT. The revised GHSGT Content Descriptions for the dually aligned transitional Social Studies GHSGT represent the outcome of their discussions.

## **GHSGT Content Descriptions**

The content descriptions in this document acquaint Georgia educators, students, parents, and others with the content assessed on GHSGT in 2008 and 2009. While GPS standards incorporate a wide range of content, this document reflects only those GPS skills and content that find a match in the QCC content descriptions. When only part of a GPS standard is matched by the QCC, the non-matching element or phrase of the GPS was eliminated. This document is not intended to be used in place of the Georgia Performance Standards.

Georgia Social Studies teachers selected the standards included in the high school graduation transitional test (1) where the content is essential for all graduates to demonstrate mastery prior to graduation and (2) where alignment and overlap with the QCC assessed on the previous GHSGT exist to ensure students who receive instruction on either curriculum have the opportunity to learn the assessed information. Georgia teachers grouped the standards according to similar content themes, creating these content domains for Social Studies.

- **American Government/Civics**

*Instruction in American Government/Civics 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 into the structure and function of the United States government, and into its relationship to states and to its citizens.*

- **United States History to 1865 and since 1865**

*Instruction in United States history provides students with the study of major events and themes in United States history. Beginning with early European colonization, students examine major events and themes throughout United States history. Because of the breadth of material, United States History consists of two domains – US History to 1865 and US History since 1865.*

- **World Geography**

*Instruction in World Geography provides students with an introduction to both physical and cultural geography – each applying to one or more regions. For each region, students learn the importance and impact of both physical and cultural geography on that region’s development.*

- **World History**

*Instruction in World History provides students with the study of major events and themes in world history. While the GPS World History standards begin in pre-history and extend to the early days of the 21<sup>st</sup> century, in 2008-2009, measurement of student performance in World History will begin with the Renaissance and Reformation period and end in the second half of the 20<sup>th</sup> century.*

The Content Descriptions refer to both the GPS and the QCC. The GPS can be accessed at [www.georgiastandards.org](http://www.georgiastandards.org), and the QCC can be accessed at <http://www.glc.k12.ga.us/qcc/>. Additional information about the GHSGT program can be found at [www.doe.k12.ga.us](http://www.doe.k12.ga.us).

## Social Studies

These content descriptions are based on the GPS standards but are **not** identical to the standards. Each standard is numbered and appears in bold type; elements within the standards are lettered. Only standards and elements that overlap with the QCC content descriptions are included. Some elements have been abridged to remove content that does not align with the QCC. The Social Studies skills identified on the Skills Matrices are integrated into the content of the test items as appropriate.

These test content descriptions do not identify what should be instructed in the classroom. Only the GPS standards themselves establish the minimum of what teachers should teach and what students should know. This document explains the content and skills that will be assessed on the transitional form of the GHS GT.

### Domain 1: *American Government/Civics*

#### Overview of the Domain

**SSCG2. The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.** [QCC standards US6, US9]

- a. Compare and contrast the Declaration of Independence and 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.** [QCC standards CC3, CC8]

- a. Explain the main ideas in debate over ratification; include those in *The Federalist*.
- c. Explain the fundamental principles upon which the United States Constitution is based; include 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.** [QCC standards CC3, CC4, CC6, CC7, CC8]

- 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.** [QCC standards CC3, CC4, CC8, US9]

- a. Explain the relationship of 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.
- f. Analyze the supremacy clause found in Article VI 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.** [QCC standards CC3, CC7, CC14, US11, US21]

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- 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.** [QCC standard CC14]

**SSCG8. The student will demonstrate knowledge of local, state, and national elections.** [QCC standards CC15, US21, US29, US30]

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- 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.** [QCC standard CC4]

**SSCG10. The student will describe the legislative process including the roles played by committees and leadership.** [QCC standard CC4]

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

**SSCG12. The student will analyze the various roles played by the President of the United States; include 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.** [QCC standard CC6]

**SSCG14. The student will explain the impeachment process and its usage for elected officials.** [QCC standards CC3, CC4, CC6]

- a. Explain the impeachment process as defined in the U.S. Constitution.

**SSCG15. The student will explain the functions of the departments and agencies of the federal bureaucracy.** [QCC standard CC6]

- b. Explain the functions of the Cabinet.

**SSCG16. The student will demonstrate knowledge of the operation of the federal judiciary.** [QCC standards CC7, US12]

- 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.

**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).** [QCC standards CC4, CC6]

**Associated GPS Standards**  
*American Government/Civics*

CG2a,b	CG3a,c	CG4a,b	CG5a,b,c,d,f	CG6a,b,d,e
CG7	CG8a,b,e	CG9	CG10a,b	CG12
CG15b	CG16a,b,c	CG20		CG14a

**Associated QCC Standards**

<i>Civics/Citizenship</i>	3	4	6	7	8	14	15
<i>United States History</i>	6	9	11	12	21	29	30

## Social Studies

### Domain 2: *United States History to 1865*

#### Overview of the Domain

**SSUSH1. The student will describe European settlement in North America during the 17th century.** [QCC standards US1, US2, US3]

- a. Explain Virginia's development; include 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; include religious reasons, relations with Native Americans, 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 the Massachusetts charter.
- c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

**SSUSH2. The student will trace the ways that the economy and society of British North America developed.** [QCC standards US3, US5]

- 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.

**SSUSH3. The student will explain the primary causes of the American Revolution.** [QCC standards US5, US6]

- 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 as the Proclamation of 1763, the 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.** [QCC standards US6, US7]

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke 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; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of 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.** [QCC standards US8, US9, US11, US12]

- 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 as put forth in *The Federalist* 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 the 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; include 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 the impact of this growth in the early decades of the new nation.** [QCC standards US8, US13]

- b. Describe Jefferson's diplomacy in 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 on the development of a national identity.
- e. Describe the reasons for and importance of the Monroe Doctrine.

**SSUSH7. Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.** [QCC standards US14, US15, US16, US17]

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin.
- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
- c. Describe reform movements, specifically temperance, abolitionism, and public school.
- d. Explain women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- e. Explain Jacksonian Democracy, expanding 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.** [QCC standards US14, US15, US16, US18]

- a. Explain how slavery became a significant issue in American politics; include the rise of abolitionism (William Lloyd Garrison, Frederick Douglass).
- 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; include the role of John C. Calhoun and development of sectionalism.
- d. Describe the 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.** [QCC standards US18, US20]

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.
- c. Describe the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Vicksburg, Gettysburg, and the Battle for Atlanta.
- e. Describe the significance of the Emancipation Proclamation.
- f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

**Associated GPS Standards**

*United States History*

USH1a,b,c	USH2a,b	USH3a,b,c	USH3a,b,c	USH4a,b,c,d
USH5a,b,c,d,e	USH6b,c,e	USH7a,b,c,d,e	USH8a,b,c,d,e	USH9a,c,d,e,f

**Associated QCC Standards**

<i>United States History</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>11</b>
	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>20</b>	

## Social Studies

### Domain 3: *United States History Since 1865*

#### Overview of the Domain

**SSUSH10. The student will identify legal, political, and social dimensions of Reconstruction.** [QCC standard US21]

- a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
- b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education and describe the role of the Freedmen's Bureau.
- c. Describe the significance of the 13th, 14th, and 15th amendments.
- d. Explain the Black Codes, the Ku Klux Klan and other forms of resistance to racial equality during Reconstruction.
- e. 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.** [QCC standards US22, US23, US24]

- 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; include 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.

**SSUSH12. The student will analyze important consequences of American industrial growth.** [QCC standards US22, US23, US24]

- 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 and Samuel Gompers.
- c. Describe the growth of the western population and its impact on Native Americans.

**SSUSH13. The student will identify major efforts to reform American society and politics in the Progressive Era.** [QCC standards US22, US24, US25, US27, US29, US30]

- a. Explain Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.
- b. Identify and describe 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, 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.** [QCC standards US24, US26, US28]

- 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.** [QCC standards US29, US30]

- 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, as reflected by the origins of the Great Migration.
- c. Explain Wilson's Fourteen Points and the proposed League of Nations.
- d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH16. The student will identify key developments in the aftermath of WW I.** [QCC standard US30]

- a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Identify Henry Ford, mass production, and the automobile.
- c. Describe the impact of radio and the movies.
- d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance.

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

[QCC standard US31]

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- 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.** [QCC standard US32]

- 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.

**SSUSH19. The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.** [QCC standard US33]

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans.
- c. Explain major events; include the lend-lease program.
- 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.** [QCC standard US34]

- 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 and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

**SSUSH21. The student will explain economic growth and its impact on the United States, 1945-1970.** [QCC standard US34]

- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I.

**SSUSH22. The student will identify dimensions of the Civil Rights Movement, 1945-1970.** [QCC standards US37, US43]

- a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
- 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.

**SSUSH24. The student will analyze the impact of social change movements and organizations of the 1960s.** [QCC standards US36, US37]

- a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include 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.
- e. Explain Rachel Carson and *Silent Spring*, Earth Day, the creation of the EPA, and the modern environmentalist movement.

**Associated GPS Standards**

*United States History*

USH10a,b,c,d,e	USH11a,b,c	USH12a,b,c	USH13a,b,c,e	USH14a,b,c
USH15a,b,c,d	USH16a,b,c,d	USH17a,c	USH18a,b,c	USH19b,c,d,e
USH20a,b	USH21d	USH22a,c,d,e	USH24a,b,e	

**Associated QCC Standards**

<i>United States History</i>	<b>21</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>36</b>	<b>37</b>	<b>43</b>

## Social Studies

### Domain 4: *World Geography*

#### Overview of the Domain

**SSWG1. The student will explain the physical aspects of geography.** [QCC standards WG2, WG3, WG4, WG11, WG12, WG13, WG14, WG17]

- 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, such as 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.** [QCC standards WG4, WG11, WG12, WG14, WH33]

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's 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 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 those have shaped contemporary North Africa/Southwest Asia.** [QCC standards WG3, WG4, WG6, WG12, WG14, WG17, WH33]

- 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.
- e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.

**SSWG4. The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.** [QCC standards WG3, WG4, WG11, WG12, WG13, WG14, WG17, WH33, WH34]

- 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 had an impact on the distribution of its population.

**SSWG5. The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.** [QCC standards WG3, WG4, WG6, WG11, WG12, WG14, WG17, WH33, WH34]

- 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.

**SSWG6. The student will describe the interaction of physical and human systems that have shaped contemporary Europe.** [QCC standards WG2, WG4, WG6, WG11, WG12, WG13, WG14, WG17, WH33, WH34]

- 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.

**SSWG7. The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.** [QCC standards WG2, WG4, WG6, WG11, WG12, WG13, WG14, WG17, WH33, WH34]

- a. Explain why the region is known as Latin America; include 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 patterns affect population distribution.
- g. Analyze the impact of deforestation on Latin America and explain actions being taken.

**SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.** [QCC standards WG2, WG4, WG6, WG12, WG13, WG14, WG17, WH33, WH34]

- a. Describe the location of major physical features and their impact on 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.

**SSWG9. The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.** [QCC standards WG12, WG17]

- 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.

**Associated GPS Standards**

*World Geography*

<b>WG1a,b,c</b>	<b>WG2a,b,c,d</b>	<b>WG3a,b,e</b>	<b>WG4a,b,c,d</b>	<b>WG5a,b,c</b>	<b>WG6a,b,c</b>
<b>WG7a,b,c,d,g</b>	<b>WG8a,b,c,d</b>	<b>WG9a,b</b>			

**Associated QCC Standards**

<i>World Geography</i>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>17</b>
<i>World History</i>	<b>33</b>	<b>34</b>							

## Social Studies

### Domain 5: *World History*

#### Overview of the Domain

#### **SSWH9. The student will analyze change and continuity in the Renaissance and Reformation.** [QCC standard WH10]

- 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 Leonardo da Vinci, the “Renaissance man,” and Michelangelo.
- c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.
- d. Analyze the impact of the Protestant Reformation; 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.** [QCC standard WH11]

- a. Explain the roles of explorers and conquistadors; include Vasco da Gama, Christopher Columbus, Ferdinand Magellan, and Samuel de Champlain.
- b. Define the Columbian Exchange and its global economic and cultural impact.
- c. Explain the role of improved technology in European exploration; include the astrolabe.

#### **SSWH13. The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.** [QCC standards WH10, WH12, WH13]

- 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 and Rousseau and their relationship to politics and society.

#### **SSWH14. The student will analyze the Age of Revolutions and Rebellions.** [QCC standards WH13, WH14]

- 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, and his defeat; and explain the consequences for Europe.

**SSWH16. The student will demonstrate an understanding of long-term causes of World War I and its global impact.** [QCC standards WH19, WH21, WH22]

- a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.
- b. Describe conditions on the war front for soldiers.
- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires; include 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.** [QCC standards WH19, WH21, WH22]

- 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.
- 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.

**SSWH18. The student will demonstrate an understanding of the global political, economic, and social impact of World War II.** [QCC standards WH21, WH22, WH25]

- a. Describe the major conflicts and outcomes; include Pearl Harbor and D-Day.
- b. Identify Nazi ideology, policies, and consequences that 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; include 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.** [QCC standards WH22, WH25, WH26]

- a. Analyze the revolutionary movements in India (Gandhi) and China (Mao Zedong).
- b. Describe the formation of the state of Israel.
- c. Explain the arms race; include development of the hydrogen bomb (1954).

**SSWH20. The student will examine change and continuity in the world since the 1960s.**  
[QCC standard WH26]

- a. Identify ethnic conflicts and new nationalisms.
- c. Analyze terrorism in the 20th century and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

**SSWH21. The student will analyze globalization in the contemporary world.** [QCC standards WE30, WH26, WH27]

- 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; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

**Associated GPS Standards**

*World History*

WH9a,b,c,d,e,f,g      WH10a,b,c    WH13a,b    WH14b,c    WH16a,b,c,d  
WH17b,c,e,f    WH18a,b,c,d    WH19a,c    WH20a,c    WH21a,b

**Associated QCC Standards**

*World History*    10    11    12    13    14    15    19    21    22  
                         25    26    27

*Economics*      30

# 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