SS6G8 The student will locate selected features of Europe.
Intent of this standard is for student to be able to locate selected countries and major physical features in Europe using a world and regional political-physical map.

a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

Students are expected to be able to use a world and regional political-physical or physical map to locate listed physical features in Europe.

For the CRCT, students will be provided a political-physical or a physical map and asked to locate a specific physical feature from the element. There are two ways this element may be assessed. The question may name a physical feature and ask students to locate the feature on a map, or a physical feature will be pointed to on a map and the student will be asked to give the name.

EU - Location

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

Students are expected to be able to use a world and regional political-physical map to locate listed countries in Europe.

For the CRCT, students will be provided a political-physical map and asked to locate a specific country from the element. There are two ways this element may be assessed. The question may name a country and ask students to locate this place on a map, or a country
SS6G9 The student will discuss environmental issues in Europe.
The standard is asking students to take a broad approach to the environmental issues. Students should be able to provide some background information on the specific environmental issues and the consequences (effect on the economies and populations) of Europe.

| a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. | In this element the student is being asked to explain the impact of three significant issues: acid rain, air pollution and a nuclear disaster. The first is the issue of acid rain in Germany. Students should be able to:....

* Have a very basic understanding of what causes acid rain.
* Discuss the issues associated with acid rain such as damage to vegetation and aquatic life, contamination of drinking water, and damage to physical structures such as buildings and monuments.
* Discuss how sulfur deposits from Germany have become a problem to neighboring countries when they are carried through the air causing acid rain in those countries as well. (Reference-Encyclopedia of Public Health, Geography Dictionary, Columbia Encyclopedia)
* Discuss the concerns surrounding air pollution in the United Kingdom.
* Students should understand the primary causes of air pollution in the UK- power stations (industry and power generation) and vehicle emissions.
* Discuss the issues associated with air pollution such as damage to vegetation, harm to the atmosphere, and harm to human beings.
* Understand the connection between air pollution and acid rain, further compounding problems in the U.K.
* Discuss how air pollution from the U.K. is carried to nearby countries. (Reference-Sci-Tech Encyclopedia)
* Have a basic understanding of the Chernobyl nuclear accident.
* Discuss the consequences of this disaster such as land evacuation, land contamination, economic impact on East and North Europe farmers, and the health issues such as high rates of cancer, birth defects and in some cases death.
* Discuss how this problem was not isolated to Chernobyl, but rather spread to surrounding countries through the air currents and how... |
this disaster still affects people and land today. (Reference-Modern Science and Columbia Encyclopedia)

Sample Question for G9a  (OAS Database)
After 1986, Chernobyl, Ukraine, was abandoned. What caused the people to abandon this city?
A. The nuclear power plant exploded and radiation levels were unsafe.*
B. The people were being persecuted by soldiers of the Soviet Union.
C. The Chernobyl river was diverted so there was no drinking water.
D. The area was under water because of the construction of a dam.

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.
This standard requires students to explain how location, climate, and distribution of natural resources have impacted population distribution and trade in Europe.

a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

EU- Location

Have students look at a population density map, a climate map, a natural resource map, and a physical map to determine how these features are interrelated and the impact they have on one another. Students should locate the U.K. and Russia on a map and determine the impact both countries’ physical location has on the climate, such as Siberia which is so cold the soil over much of the area is permanently frozen which inhibits farming and economic development in the region. Russia is unfavorably located in relation to major sea lanes of the world which further inhibits trade. Russia has formidable obstacles of climate, terrain, and distance which hinder exploitation of natural resources. Lack of access to natural resources also hinders trade. Russia has scattered areas of intense radioactive contamination. Looking at a population density map, students should notice where the majority of people live and draw conclusions about Russia’s population density based on location, climate, and population density. Students should next evaluate the U.K. and how location, climate, and natural resources affect where people live and how they trade. Finally, students should compare the two countries and draw conclusions, such as why the U.K. has a much higher population density than Russia. (Resources- Teachers can access a variety of maps on the Internet by typing in key words such as “Russia population density map” in a search engine. Additional resources for finding information pertaining to specific countries and this standard can be located on the CIA World
Factbook online (Enter CIA World Factbook in a search engine to access this site.)

World (Mercator with borders) map provided by www.worldatlas.com.

Sample Question for G10a  (OAS Database)
Which of these factors **best** helps to explain why a strong navy and a large fleet of trading ships have been an important part of Great Britain's history?
A. its form of government 
B. its large population 
C. its type of climate 
D. its geographic location*

**SS6G11 The student will describe the cultural characteristics of Europe.**
The intent of this standard is for students to get a general idea of the broad diversity of cultures in Europe. It is not necessary for students to understand all of the nuances of the various cultures and languages of
Europe. They should understand that language is a system used by a group sharing a culture and a history.

<table>
<thead>
<tr>
<th>a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.</th>
<th>Using various maps of Europe over time from the Internet or the SCIS Europe in Transition pages 40 to 50, students should notice that there have been many changes to Europe’s political boundaries over the last 2,000 years. Since many countries in Europe are the size of states in the United States, this has created difficulty in trade as there was no shared currency for many years. The diversity of languages, closeness of countries, and lack of common currency have created many unique challenges over the years. Extension question- How has the Euro helped to overcome some of these issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.</td>
<td>This element is not an evaluation of any religion, nor is it a course in the belief system of any religion. It is important that students understand the differences between each of these religions to help them understand the tensions that exist in the region. Students should understand the following aspects: all three are monotheistic, all three acknowledge Abraham as the patriarch of their faith, each has a holy book, each has a specific place of worship, each one has a different view about Jesus Christ, and some of these religions share common holy sites in the region but also have their own unique holy sites. This element is not about the issues that produce conflict between these religions; rather students should understand the major differences between these religions.</td>
</tr>
<tr>
<td>c. Evaluate how the literacy rate affects the standard of living.</td>
<td>This element should be taught using graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. Any country in Europe can be used to teach this element, as questions will ask students to draw conclusions based on the use of data, graphs, and charts. The intent is for students to understand the relationship of literacy to the standard of living and the cultural development of a country. When studying this element, students should link to SS6E7a and explain how literacy rate is a factor affecting human capital which in turn</td>
</tr>
</tbody>
</table>
impacts standard of living and culture.

Europe is unique because most countries that comprise this continent have approximately a 99% literacy rate. Therefore, there are obviously other factors which contribute to the standard of living. Moldova has a $2,500 GDP per capita, while Liechtenstein has $118,000 GDP per capita.

These are just a few factors to help gauge Standard of Living. For updated data or to find additional factors that represent standard of living, use the CIA World Factbook and/or the US State Department Background Notes. The SCIS Europe in Transition book has a good activity which can be adapted to this region and standard/element—see pages 147-150.

<table>
<thead>
<tr>
<th>Category</th>
<th>Moldova</th>
<th>Germany</th>
<th>Liechtenstein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Rate</td>
<td>99.1%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>GDP per Capita</td>
<td>$2,500 (2008 est)</td>
<td>$34,800 (2008 est)</td>
<td>$118,000 (2007 est)</td>
</tr>
<tr>
<td>Life Expectancy</td>
<td>70.8</td>
<td>79.26</td>
<td>80.06</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>2.1% (2007 est)</td>
<td>9% (2007 est)</td>
<td>1.5% (2007 est)</td>
</tr>
</tbody>
</table>
The Facets of Government
Government! It can be confusing because much like history, there can be many layers and things do not always fit into a nice, neat category. For example, the State of Israel is classified as a parliamentary democracy while Canada is classified as a constitutional monarchy, a parliamentary democracy, and a federation.
Most countries have their form of government listed in their official country name. For example, Brazil’s conventional long form name is the Federative Republic of Brazil and its government type is a Federal Republic. This is not always accurate as North Korea’s official name is the Democratic People’s Republic of Korea and its government type is a Communist state one-man dictatorship (CIA World Factbook).
Countries do not design their government systems to fit into categories. Therefore, a government may have aspects of more than one system. Sources that attempt to categorize may sometimes conflict. For example, Switzerland may be listed as a federal system (Forum of Federations) on one site and a confederation on another (Center for Civic Education—Constitution Day lesson). China may be listed as a unitary system on one source and a federal system on another (Scholastic/Grolier Online).
Rather than focus on classifying a country’s government, teachers should focus on the characteristics of government systems.

Unitary, Confederation, and Federal
The elements dealing with unitary, confederation, and federal systems focus on the ways in which government systems distribute power—the relationship between the national or central government and the smaller governmental divisions (states, provinces, counties and cities).
On a continuum, unitary would be on one end, with all key powers being held by the central government and confederation would be on the other end with state/regional authorities holding most of the power, creating a much weaker central authority.
A federal system is in the middle with power being divided between the central government and regional governments. Some powers re-side with the central government, some powers reside with the regional governments, and some powers are shared.
Thank you to Ed Flowers, Ware County Middle School teacher in Waycross, for the visual representation of these three systems.

Autocratic, Oligarchic, and Democratic
The elements dealing with autocratic, oligarchic, and democratic types of governments focus on how citizen participation is determined. In an autocracy, where most dictators maintain their position via inheritance or military power, the citizen has little, if any, role in the government. People who try to speak out against the government are often silenced through use of power. In an oligarchy, a small group exercises control. Communist countries are mostly oligarchies. The citizen has a very limited role in government. In a democracy, supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.

The size of the circles represents the amount of power, and the arrows represent the direction the power flows.
SS6CG4 The student will compare and contrast various forms of government.
This is a shared standard that appears at the beginning of each Civics/Government section. It is to be taught the first time it is encountered. After the first time the information should be reviewed to help students make connections to the new learning. The intent of this standard is to lay a foundation for students to understand the basic organization of governments before attempting to compare actual governments.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

Students should be able to describe these ways governments distribute power or identify the type of distribution from a description.

According to The Forum of Federalism, only 24 of the world's 193 countries have federal political systems. However, their citizens make up 40 per cent of the world's population. In addition, there are two more countries that are making the transition to a federal system. There are still others considering adopting federalism in their constitutions.

**Unitary:** characterized by or constituting a form of government in which power is held by one central authority;

**Examples:** Cuba and the United Kingdom
**Federal**: characterized by or constituting a form of government in which power is divided between one central and several regional authorities.

**Examples: Australia, Germany, Russia, Canada, Brazil, Mexico**

**Constitution**: voluntary associations of independent states that, to secure some common purpose, agree to certain limitations on their freedom of action and establish some joint machinery of consultation or deliberation.

**Example: European Union**

Note: The vast majority of countries have a unitary system. There are only (approximately) 24 countries that utilize a federal system. The United Kingdom can be confusing due to devolutions, which we do not get into in the sixth grade. A government may have aspects of more than one system. Rather than focus on classifying a specific country’s government, teachers should focus more on the characteristics of government systems.

A government newsletter, PowerPoint, and webinar were developed and made available to teachers to clarify government questions regarding the sixth and seventh grade standards. Contact Shaun Owen (sowen@doe.k12.ga.us) if you have not received these materials or if you would like to be added to our listserv to receive newly developed resources.

<table>
<thead>
<tr>
<th>b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students should be able to explain the different ways citizen participation in their government is defined.</strong></td>
</tr>
</tbody>
</table>

**Autocratic**: government in which one person possesses unlimited power and the citizen has little if any role in the government.

**Example: Cuba**

**Oligarchic**: government by the few, sometimes a government in which a small group exercises control especially for corrupt and selfish purposes. The citizen has a very limited role.

**Democratic**: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a
system of representation usually involving periodically held free elections.

**Examples: United Kingdom, Germany, Mexico, Brazil, Canada, Australia**

See the notation about “classifying Russia” in the CG5 government section of the Europe Teacher Notes. Utilize sources such as CIA World Factbook and US State Department Background Notes for information pertaining to personal freedoms of citizens and ways citizens participate in government.

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**Sample Question for CG4b (OAS Database)**

What is a basic way citizens of a democratic nation can influence the government?

A. voting*  
B. working  
C. obeying laws  
D. consuming goods

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**Sample Question for CG4b (OAS Database)**

Which type of government would most likely abolish all opposing political parties, the direct election of leaders, and free speech?

A. republic  
B. constitutional monarchy  
C. autocratic*  
D. representative democracy

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**Sample Question for CG4b**

You live in a small country ruled by one man, who is also the head of the military. The only TV and radio stations you have are owned and run by the government. You can access the Internet, but you can only see certain government-approved websites. Although your country has elections, you are only allowed to vote for your current leader. People who criticize or protest against the government are jailed or executed.

Which form of government best describes the government where you live?

A. autocratic*  
B. parliamentary  
C. democratic  
D. oligarchic

---

### c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**EU- Governance**

The students should be able to explain each form of government and identify the major differences in these two forms of democratic governments.

**Parliamentary:** a system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature. May have a Prime Minister elected by the legislature.

**Example: United Kingdom, Canada, Australia, Germany**

**Presidential:** a system of government in which the president is constitutionally independent of the legislature.

**Example: Mexico and Brazil**
SS6CG5 The student will explain the structure of modern European governments. Students should use the information from SS6CG4 to describe the form of government and formulate appropriate research questions to understand the government of the countries listed in the element. The type of government for each country listed in the elements is found in the State Department’s Background Notes [http://www.state.gov/countries/] and the CIA World Fact Book [https://www.cia.gov/library/publications/the-world-factbook/index.html], as are definitions of each type of government.

a. 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.

EU- Governance

When one compares the listed governments, only the type of leadership and the roles of the citizen are assessable. In identifying the type of leadership, students should know the type of leader (monarch, president, prime minister, etc.) and how this person becomes the country’s leader. To identify the role of the citizen, students should look at SSCG1b and determine what role the citizen actually plays in the government. For personal freedoms, students should understand those freedoms in terms of such things as freedom of speech and freedom of the press as understood in the United States.

Assessment questions should not focus on discrete fact-related questions, such as which country has a monarch; rather, they should
focus on how a leader of a specific country becomes its leader and what impact that has on the role of the citizen. The following descriptions come from the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/index.html) and/or the State Department’s Background Notes (http://www.state.gov/countries/).

**The United Kingdom** has a parliamentary system.
**Parliamentary democracy** - a political system in which the legislature (parliament) selects the government - a prime minister, premier, or chancellor along with the cabinet ministers - according to party strength as expressed in elections; by this system, the government acquires a dual responsibility: to the people as well as to the parliament.
**Parliamentary government** (Cabinet-Parliamentary government) - a government in which members of an executive branch (the cabinet and its leader - a prime minister, premier, or chancellor) are nominated to their positions by a legislature or parliament, and are directly responsible to it; this type of government can be dissolved at will by the parliament (legislature) by means of a no confidence vote or the leader of the cabinet may dissolve the parliament if it can no longer function.

**Germany** is a federal republic. A federal republic a state in which the powers of the central government are restricted and in which the component parts (states, colonies, or provinces) retain a degree of self-government; ultimate sovereign power rests with the voters who chose their governmental representatives.

**Russia** is a federation. A federation (federal) is a form of government in which sovereign power is formally divided - usually by means of a constitution - between a central authority and a number of constituent regions (states, colonies, or provinces) so that each region retains some management of its internal affairs; differs from a confederacy in that the central government exerts influence directly upon both individuals as well as upon the regional units.
### The United Kingdom

**Chief of state:**
Since 1952 is Queen Elizabeth II.

**Head of government:**
Prime Minister

**Elections:**
The **monarchy** is hereditary; following legislative elections, the leader of the majority party or the leader of the majority coalition is usually the **prime minister**
House of Commons- Members are elected by popular vote to serve five-year terms unless the House is dissolved earlier.

**Suffrage:**
18 years of age.

### Germany

**Chief of state:**
President

**Head of government:**
Chancellor

**Elections:**
**President** elected for a five-year term (eligible for a second term) by a Federal Convention, including all members of the Federal Assembly and an equal number of delegates elected by the state parliaments;
**Chancellor** elected by an absolute majority of the Federal Assembly for a four-year term;
Bicameral legislature consists of the Federal Council or Bundesrat and the Federal Assembly or Bundestag.
Federal Council or Bundesrat- no elections.
Federal Assembly or Bundestag- members elected by popular vote for a four-year term.

**Suffrage:**
18 years of age
<table>
<thead>
<tr>
<th><strong>Russia</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chief of state:</strong></td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td><strong>Head of government:</strong></td>
</tr>
<tr>
<td>Premier</td>
</tr>
<tr>
<td><strong>Elections:</strong></td>
</tr>
<tr>
<td>President elected by popular vote for a four-year term (eligible for a second term); note - no vice president.</td>
</tr>
<tr>
<td>Premier appointed by the president with the approval of the Duma</td>
</tr>
<tr>
<td>Bicameral Federal Assembly consists of an upper house, the Federation Council and a lower house, the State Duma.</td>
</tr>
<tr>
<td>Federation Council- members appointed for four-year terms.</td>
</tr>
<tr>
<td>State Duma- members elected by popular vote to serve four-year terms</td>
</tr>
<tr>
<td><strong>Suffrage:</strong></td>
</tr>
<tr>
<td>18 years of age.</td>
</tr>
</tbody>
</table>

Utilize sources such as CIA World Factbook and US State Department Background Notes for information pertaining to personal freedoms of citizens and ways citizens participate in government.

---

**Classifying Russia:** In the political system established by the 1993 constitution, the president wields considerable executive power. There is no vice president, and the legislative branch is far weaker than the executive. The bicameral legislature consists of the lower house (State Duma) and the upper house (the Federation Council). The president nominates the highest state officials, including the prime minister, who must be approved by the Duma. The president can pass decrees without consent from the Duma. He also is head of the armed forces and of the Security Council. Duma elections were held most recently on December 2, 2007, and presidential elections on March 2, 2008. The Organization for Security and Cooperation in Europe’s (OSCE) Office of Democratic Institutions and Human Rights did not observe the Duma elections because of restrictions placed on the observer mission by the Government of Russia and delays in issuing visas. Parliamentarians of the OSCE and the Council of Europe who observed the elections concluded that they were "not fair and failed to meet many OSCE and Council of Europe commitments and standards for democratic elections." They noted that the elections took place in an atmosphere which seriously limited political competition. Frequent abuses of administrative resources, media coverage strongly in favor of United Russia, and the revised election code combined to hinder political pluralism.

The constitution provides for freedom of speech and of the press; however, in practice government pressure on the media persists, resulting in numerous infringements of these rights. The government uses direct ownership or ownership by large private companies with links to the government to control or influence the major media outlets, especially television, through direct control and through self-censorship by editors and journalists. The government uses its controlling ownership in major national television and radio stations, as well as the majority of influential regional ones, to restrict access to information about issues deemed sensitive, including coverage of opposition political parties and movements. US State Department Background Notes

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**Note:**

- **Chief of state** includes the name and title of the titular leader of the country who represents the state at official and ceremonial functions but may not be involved with the day-to-day activities of the government.
- **Head of government** includes the name and title of the top administrative
leader who is designated to manage the day-to-day activities of the government. For example, in the UK, the monarch is the chief of state, and the prime minister is the head of government. In the US, the president is both the chief of state and the head of government.

Sample Question for CG5a (OAS Database)
Which statement about the United Kingdom’s parliamentary system of government is correct?
A. Members of both houses of Parliament are elected for life.
B. The queen decides which laws Parliament will debate.
C. Members of Parliament do not belong to political parties.
D. The prime minister is not directly chosen by voters.*

Sample Question for CG5a (OAS Database)
Russia has a type of government in which power is formally divided between one central authority and several regional authorities. Name the type of government.
A. Federation*
B. Dictatorship
C. Oligarchy
D. Constitutional Monarchy

b. Describe the purpose of the European Union and the relationship between member nations.

Students should have a basic understanding of what led to the creation of the EU. Describe the purpose of the EU and the role of the Euro. Explain the impact removing tariffs and lifting border controls has on a country’s economy. Describe the relationship between member nations.

Sample Question for CG5b (OAS Database)
The main purpose of the European Union is to
A. Require all European nations to adopt a command economy.
B. Strengthen the economic, political, and defense ties of member nations.*
C. Create a large standing army for use around the world.
D. Solve Europe’s environmental problems.

Sample Question for CG5b (OAS Database)
An example of economic cooperation among European nations that occurred in the late 1900s was the
A. creation of the United Nations.
B. signing of the Treaty of Versailles.
C. creation of the League of Nations.
D. introduction of the Eurodollar.*

Sample Question for CG5b (OAS Database)
What is one of the goals of the European Union (EU), which was established in the 1990s?
A. It is a special stock market for European businesses.
B. It provides better training for people wanting to run businesses.
C. It provides its members with military protection from foreign attack.
D. It is a system to remove tariff barriers and open trade between countries.*

Sample Question for CG5b (OAS Database)
The European Union (EU) was established in the 1990s. Which of the following is a goal of the EU?
A. to create a single European currency*
B. to endorse a single European language
C. to provide military aid to European countries experiencing civil war
D. to protect western European countries from formerly communist countries

Sample Question for CG5b (OAS Database)
How has the European Economic Community/European Union been a benefit to the countries that have joined it?

Sample Question for CG5b (OAS Database)
This group was created in 1993 for the purpose of creating a single economic market in which there are no barriers to
A. The use of tariffs has increased trade.
B. Trade among member nations has decreased.
C. More people now make full use of their country's resources.
D. The exchange of goods among the members has become easier.*

<table>
<thead>
<tr>
<th>STANDARDS and ELEMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th GRADE SOCIAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>EUROPE</td>
<td></td>
</tr>
<tr>
<td>ECONOMIC UNDERSTANDINGS</td>
<td></td>
</tr>
</tbody>
</table>

**Economic Resources:**

**GCEE Economic Resources**

The Georgia Council on Economic Education is an excellent resource to assist teachers with the GPS economic domain. There are 40 state economic councils across the U.S., and GCEE is the most active. In 2008, GCEE presented 200 day-long workshops to 5,983 teachers. GCEE has the largest state run stock market game in the country and is the largest purchaser of Council for Economic Education materials.

There is no registration fee for GCEE middle school workshops, materials are provided without charge, and breakfast and lunch are usually provided. GCEE also pays for the substitutes for all middle school workshops except Virtual Economics.

Research supports the effectiveness of GCEE workshops. Students whose teachers have attended a GCEE workshop score higher on the Economics EOCT. The increase in test results is in direct proportion to the number of trainings teachers have attended. For example, if a teacher has attended four workshops, his/her students perform statistically, significantly better than a teacher who has attended three workshops.

Research refers to high school teachers in regard to the Economics EOCT. There was a statistical significance associated with up to 13 workshops.

The Georgia Council on Economic Education offers a variety of workshops throughout the year for elementary, middle, and high school teachers. For additional information, go to [http://www.gcee.org/](http://www.gcee.org/)

**Middle School Workshops**

* Economies in Transition (command vs. market economies, currency exchange, economic and political freedom indices).
* Financial Fitness for Life (personal finance—consumers, savers, investors).
* Georgia Economic History (Award-winning project for 8th grade Georgia Studies teachers).
* Learning, Earning and Investing (ins-and-outs of long term investing—mutual funds, stocks, bonds)
**Communism, long lines, and toilet paper**

Why would people stand in line all day long for one roll of toilet paper? This was the situation created by centralization in a command economy under the Soviet Union.

In a command economy, all economic activity is done on the orders of the government. Until the fall of the Berlin Wall and the subsequent collapse of communism in the late 1980s and early 1990s, a large part of the world’s population lived in countries that had command economies. Sadly, they didn’t live very well.

Goods and services weren’t allocated using a price system whereby output went to those willing and able to pay for it. Rather, because everyone in a communist country is ideologically equal, the government attempted to give everyone an equal share of the goods and services made. The result of this system was not an equal division but rather shortages of everything from toilet paper to medicine. There were exceedingly long lines with more going to those willing to wait in line the longest. Because everything was in short supply, people would get into long lines, even if they did not know what was being sold.

How did centralization lead to this problem? In Moscow, government officials, called central planners, attempted to determine the correct amounts to produce for 24 million different items! It was an impossible task. Take, for instance, toilet paper. Central planners would have to estimate all of the following: how many millions of rolls of toilet paper are needed?; how many trees need to be cut down to make that much paper?; how many railcars are needed to carry the trees to paper mills?; how many workers are needed to cut down the trees, run the railcars and work in the paper mills?; In addition, planners had to balance production of toilet paper against the other zillion things that required trees, railcars, and workers.

The result was that resources were constantly being misdirected and wasted. For instance, food often rotted at farms because no railcars had been scheduled to take it to cities; the officials hadn’t accounted for an early harvest, and the railcars were busy elsewhere. In a price system, the farmers would have simply paid to bid the railcars away from other users. This solution wasn’t possible in a centralized economy in which prices weren’t used to allocate resources.

Countries on an Economic Continuum

Economics! Once relegated to the backseat of the four domains, it seemed to have very little relevance to middle schoolers whose primary encounters with money seemed to be... do I have enough to buy this item or that item? For good or bad, economics has now moved to the front seat and has everyone’s attention. Terms such as market and command economy, globalization, interdependence, depression, and recession have been dusted off the econ shelf and are now part of our everyday vernacular.

On the CRCT, economics counts for 25% of the content weight in 6th and 7th grades and 16% in 8th. It is crucial that our middle schoolers develop a sound understanding of economic principles. Students learn about money on a personal level (money management), on a state level (importance of entrepreneurs in Georgia who developed enterprises such as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot), and on a national and international level (voluntary trade, factors that influence economic growth/GDP, and economic systems from various countries around the world).

Let’s start with the basics. How many types of economic systems are there? Name the economic systems. Which economic system do a majority of textbooks say is the most common throughout the world?

According to our economic experts (GCEE), there are three types of economic systems: command, traditional, and market. This may seem a little confusing because many textbooks say that there are four. This is because many textbooks include mixed as a type of economy. Mixed is not a type of economy. Since there are no “pure command” economies (total government control) and no “market economies” (no government control), countries lie somewhere on a continuum, which means they are a mixture of command and market systems. Thus the term mixed. Mixed means that they lie somewhere on the continuum, but mixed is not one of the three basic economic systems. The more government control a country has in its economy, the closer it is to a command economy. The less government control a country has in its economy, the closer it is to a market economy.

The element that seems to receive the most questions in 6th and 7th grades is “Compare and contrast the basic types of economic systems found in.....various countries listed.” In 6th grade, students look at Canada, Cuba, Brazil, United Kingdom, Germany, Russia, and Australia (SS8E1c, E5c, and E8c) In 7th grade, students look at South Africa, Nigeria, Israel, Saudi Arabia, Turkey, China, India, Japan, and North Korea (SS7E1c, E5c, E8c).

How do we determine where countries fall on the economic continuum between pure market and pure command? Once again, CIA World Factbook is an excellent, reliable, and up-to-date resource. The Introduction Background and the Economy Overview help explain some of the important transitional events in a country’s history...including economic changes/developments. The Economy section offers a lot of information pertaining to the factors that influence economic growth.

Another excellent source to help with the economic continuum is the U.S. Department of State. Click on Travel on the top nav, then from the drop down menu click countries and regions. When you go to the next screen on the left nav under General Information, click Background Notes, then select a country from the list. Read the information under Economy.

Under this section, teachers want to look for words like the following: market reforms, market-based, privatized, nationalized, public owned, protection of private property rights, etc. Our economics expert,
Sherilyn Narker, provided a few examples of what to look for when evaluating where a country lies on the economic continuum utilizing the [U.S. Department of State](http://www.state.gov) website.

* **Canada** - Due to the close relationship between the United States and Canada, most of the *Background Notes* information in the economy, trade, and investment sections focuses on trading relationship between the two countries. Canada definitely leans toward the market side of the economic system continuum. Although famous for its socialized medicine, Canadian industries are mostly privately owned. Canada allows a tremendous amount of direct foreign investment by American companies.

* **Cuba** - By official government statements, Cuba would be considered a socialist state with most industries controlled by the government and 75 – 93% of the labor force employed by the government. This places Cuba very close to the command side of the economic system continuum. In reality, however, like many centrally planned economies, Cuba’s state-run entities are inefficient and do not provide all the goods and services desired by citizens. Because of these inefficiencies, Cuba has a vibrant informal economy that is estimated at about 40% of the total economy. Since informal economies tend to be very close to pure market systems, this would move Cuba somewhat away from the command side of the continuum. However, in comparison to Canada, it would still be more command-based.

* **Brazil** - Since 1996, many Brazilian industries have become privatized. There is competition, both foreign and domestic, in most major industries. On the command side, the two largest banks in Brazil are government-owned and there are still higher taxes than in many other market leaning countries. The ownership of productive resources tends to be held by an increasingly larger yet still more privileged class, with a large number in the population living in poverty. However, Brazil’s reforms and its large scale participation in international free trade relationships places it more toward the market side of the continuum than the command side. It would fall between Cuba and Canada on the continuum.

This list is not meant to be all inclusive but rather to be an insight into some of the factors that influence where a country lies on the economic continuum. Students are not expected to memorize all the factors for the various countries of study. Instead, have an understanding of what factors move a country more toward a pure command economy and what factors move a country more toward a pure market economy. The information should then be applied to the various specific countries outlined in the 6th and 7th grade GPS.

**Lesson Plans and Online Activities**

**Economic Education Web**

* [The Educator’s Reference Desk](http://www.ted.org)

**The New York Times**

* [Economics Wisconsin](http://www.econ.wisc.edu)

**Federal Reserve Education**

* [Federal Reserve Teacher Resources](http://www.federalreservebank.org/education)

**The Federal Reserve System DVD and Video Lending Library**

Topics: personal finance, government and the economy, competition, entrepreneurs, specialization, how society has evolved from the subsistence economies of old to the global trade economies of today, why countries trade? NAFTA: who wins? Who loses?, (rental is free- $2 return shipping)

**Lesson Plans and Teaching Strategies**
The Mint
PBS Teachers - Middle School Economics Lessons
PBS— Don’t Buy It!
Teachers.net Middle School Lesson Plans
Teachers.net Social Studies Lesson Plans
Russia’s Conversion from Communism to Capitalism Lesson plan from PBS/Frontline.
Foundation for Teaching Economics This site is geared towards high school teachers but many lessons can be modified for lower grades. Teachers can also watch teaching videos online to develop a deeper understanding of economics.
Bead Game Simulation Comparing market, command, traditional systems). Posted on FTE website.
Market Economy Simulation Lesson plan posted on Foundation for Teaching Economics website.
Comparing Economic Systems Lesson plan from EconEd Link.
Trade Barriers, such as tariffs, quotas and embargos Lesson plan (Limiting Trade) from Economic Education Web.
Maryland Council on Economic Education Sixteen lesson plans for middle school teachers.
Southern Center for International Studies Complementary material to the Southern Center instructional resources that were distributed during revised GPS training. Check the Educational Updates for World Regions for supplemental updates.
GPB Education Streaming To access the clips go to GPB.org, then GPB Education, then GPB Education Streaming. There are numerous video clips pertaining to economic principals, factors of production and economic information about numerous countries throughout the world.
Galileo Social Studies resources such as Compton’s Encyclopedia, SIRS Discoverer, Kids Search, Book Collection: Nonfiction, Digital Library of Georgia, New Georgia Encyclopedia are available through this site. If you do not have a password, see your media specialist.

The links/resources provided in this newsletter are for informational purposes only. Teachers should always preview any resource and determine the value and appropriateness for students. None of these resources should be considered the advice or guidance of the Georgia Department of Education.

SS6E5 The student will analyze different economic systems.
This is a generic standard that is placed at the beginning of the economic understandings of each region. It is
intended to be taught in depth with the first region a system chooses as its starting point. Once it has been taught in depth, only a brief review is needed in future regions. The goal of this standard is to acquaint students with the three major types of economic systems. The second element helps students understand how every country’s economy is a blend of command and market economies. Students are then asked to compare specific economies within the region under study.

### a. 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.

#### Sample Question for E5a (OAS Database)
In a traditional economic system people usually exchange goods or services rather than use money. Which of the following is an example of this exchange process?
A. charging goods on a credit card  
B. bartering with a seller*  
C. paying for services by check  
D. using currency to pay

#### Sample Question for E5a (OAS Database)
A market economy is very different from a command economy. Which of the following is found in a market economy?
A. competition*  
B. guaranteed yearly pay raises  
C. government control of industry  
D. government control of agriculture

#### Sample Question for E5a (OAS Database)
When a country has a market economy, which of these statements correctly defines this system?
A. Workers are guaranteed a pay raise every year.  
B. The government controls most of the businesses in the country.  
C. Basic goods in the country are provided to all people without charge.  
D. Companies produce goods of their choice and consumers decide whether to buy the goods.*

#### Sample Question for E5a (OAS Database)
Which term best describes an economic system in which the people—not the government—own land, factories, and businesses?
A. communism  
B. market*  
C. command  
D. traditional

#### Sample Question for E5a (OAS Database)
Which of following best describes a market economy?
A. A person can start any legal business and charge any price.*  
B. The government provides food and housing to all workers.  
C. The government provides services, such as telephones and television.  
D. National businesses, such as airlines, are owned by the government.

#### Sample Question for E5a (OAS Database)
In which economic system are the production and distribution of goods owned by private individuals or corporations?
A. traditional  
B. feudalism  
C. market*  
D. command
Sample Question for **E5a**  (OAS Database)
You are a small business owner and you sell computer gaming consoles. You have chosen to sell this product to teenagers and young adults. You decided to sell consoles because they are easy to build, are popular and make a high profit. You decide on the prices for your consoles based ONLY on the following factors:

- How many consoles you have in your warehouse, and
- How many consoles you are sell each week

Which type of economy do you have?
A. subsistence  B. command  C. market*  D. closed

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**b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.**

EU- Production, Distribution & Consumption

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Since no country has a pure command or pure market economic system, all economies combine aspects of both of these pure economic systems albeit to different degrees. Students should understand how real economies fall somewhere between the two extremes. This is not an in-depth study of economic principles. This should be combined with element “a” in instruction.

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Sample Question for **E5b**  (OAS Database)
Which of the following explanations would reflect a country with a mixed economy (i.e., between a pure market and pure command)?
A. Prices and wages are solely regulated by a country’s government.
B. A combination of privately-owned industry and government control.*
C. A country’s distribution of resources is based on inheritance.

Sample Question for **E5b**  (OAS Database)
The economic system of communist countries is most closely related to which of the following?
A. command*
B. market
C. traditional
D. supply and demand
D. Prices and wages are determined by the laws of supply and demand rather than being regulated by a country’s government.

c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

EU- Production, Distribution & Consumption

Using the information learned in elements “a” and “b” students should compare how the economies in each listed country answer the basic questions of economics from element “a.” They should also be able to explain from their answers the basic questions of economics and approximately where on the continuum between pure market and pure command each economy falls. They should also be able to explain why the country is in that position on the continuum. The following information is based on material found in the U.S. State Department’s Background Notes.

**United Kingdom**

(1) What to produce?

The UK, similar to the US, is largely a service based economy but also has an extremely efficient agricultural sector.

(2) How to produce?

Industries have much freedom in the UK. There have been recent moves to partially-nationalize certain industries like banking.

(3) For whom to produce?

The private sector produces goods and services for domestic and international markets based on the market price system.

Place on the continuum: The UK would be far to the market side of center on the continuum.

**Germany**

(1) What to produce?

Germany is primarily an export-based economy focusing on manufacturing and commodities.

(2) How to produce?

German businesses are largely privately owned and independent. There are increasing amounts of
There is also still an issue with updating the Eastern German economy to compete and operate on par with Western Germany.

(3) For whom to produce?

Germany survives largely based on their exports, which are determined by global markets. Western Germany still transfers billions of dollars to Eastern German states to help modernize and update factories and production lines.

Place on the continuum: Germany would fall to the market side of the continuum, but fairly far away from the United Kingdom (back towards command).

Russia

(1) What to produce?

The Russian government is still largely involved with many aspects of the economy and must approve any investment larger than 50 million rubles.

(2) How to produce?

Making large scale production changes in Russia is difficult due to the immense bureaucracy. There is a movement towards modernizing factories and agricultural equipment, but it is slow.

(3) For whom to produce?

Perhaps surprisingly, Russia has fairly low to moderate tax rates. Increasingly Russia is trying to allow for market interaction, but high tariffs and minimal protection of private property make this difficult.

Place on the continuum: Russia is practically in the dead center of the continuum.
The purpose of the Economic Systems numbering system is not for students to memorize numbers, but to understand which factors contribute to a country moving more toward a command or a market economy. 
(Resource: Heritage Foundation Economic Freedom Index)
To read country specific information and check for updates, click on the links-
Russia, Germany, United Kingdom.

Sample Question for E5c
What do the economic systems of the United Kingdom, Germany, and Russia have in common?
A. All are examples of pure market economies.
B. All are examples of mixed economies that are mostly market economies with some elements of command economies.* C. All are examples of mixed economies that are mostly command economies with some elements of market economies. D. All are examples of pure command economies.

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.
The intent of this standard is to have students explain the importance of voluntary trade and how it benefits Europe. The elements for this standard, which are general in nature, are to be applied to Europe.

a. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
Students should be able to describe each of the listed trade barriers and apply them to Europe. Questions will not require students to associate trade barriers with specific countries but to explain an example provided in an assessment question. Students should be able to explain the reasons a specific trade barrier would be used
and how that trade barrier would affect each country involved.

Sample Question for E6a (OAS Database)
Which word has the same meaning as the economic term “tariff”?
A. tax*  
B. savings  
C. debt  
D. money

Sample Question for E6a (OAS Database)
Which trade barrier discourages trade by placing a tax on foreign goods?
A. Embargo  
B. Quota  
C. Subsidy  
D. Tariff*

Sample Question for E6a (OAS Database) (DOK 3) Have to know types of governments and tariffs, quotas and embargos.
A country’s parliament votes to increase tariffs upon goods from another country. This is an example of
A. a monarchy encouraging free trade.  
B. a representative democracy restricting trade.*  
C. a socialist congress preventing free enterprise.  
D. a communist government allowing freedom of speech.

Sample Question for E6a (OAS Database)
What is the purpose of a tariff, such as a protective tariff?
A. to increase the prices of imported goods and protect a country’s own industries from foreign competition*  
B. to decrease the prices of imported goods so a country’s people can buy what they need for the lowest cost  
C. to increase the prices of exported goods so a country’s own businesses are less likely to send their products to other nations  
D. to decrease the prices of exported goods so people in other countries will buy the foreign nation’s product over one from home

b. Explain why international trade requires a system for exchanging currencies between nations.

EU - Production, Distribution & Consumption

Students should be able to explain the reasons why currency exchange systems facilitate international trade. Students should be able to identify examples, from Europe, on how international trade between these countries and other countries of the world has benefited from a system for the exchange of currency. Students do not need to know types of currency or how to calculate exchange rates. It is sufficient for them to know that exchange rates provide a procedure for determining the value of one country’s currency in terms of another country’s currency. They should also understand that without a system for exchanging currencies it would be very difficult to conduct international trade.
Sample Question for E6b
You own Olympic Fish Company, a fleet of fishing ships in the islands of Greece. Greece is a member of the European Union, and uses the Euro as its currency. You make your living selling fish to your customers, mostly in other countries. Today you have received two orders:

<table>
<thead>
<tr>
<th>Order #1</th>
<th>Order #2</th>
</tr>
</thead>
</table>
| To: Olympic Fish Co.  
Piraeus, Greece | To: Olympic Fish Co.  
Piraeus, Greece |
| From: Champs Elysees  
Fish Market | From: Red Lobster  
Atlanta, Georgia USA |
| 100 tons of sea bass | 100 tons of sea bass |
| Note: France is an EU member nation using the Euro. | Note: Payment in U.S. dollars ONLY. |

Based on what you see in the two orders above, which of the orders is easier for you to fill?
A. Order #1, because trade with the France is easier since it uses the Euro.*
B. Order #1, because the United States has placed a tariff on fish imported from Greece.
C. Order #2, because France has placed a quota on fish imported from Greece.
D. Order #2, because trading with the United States is easier since it uses the U.S. dollar.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
The generic elements in this standard are intended to be applied to Europe, the continent identified in the standard. The four elements in this standard focus on the factors that most influence economic growth in a nation. Students should be able to describe these factors and explain how the presence or absence of them has influenced economic growth in Europe. There are four factors - land, labor, capital, entrepreneurship - that influence economic growth. Three of the four - land, capital, and entrepreneurship - are addressed in these elements. Capital is split into two categories: human and physical. Economic growth is usually measured by calculating the percent increase in GDP from one year to the next. This is known as the GDP Growth Rate.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

Students should be able to explain both human capital and Gross Domestic Product (GDP) and how human capital influences GDP. Students need to determine the education and training level of the workforce in Southwest Asia and how these factors impact economic growth in specific nations in the region. This is not to be done at a complex level but in general. If the literacy rate is growing quickly, is GDP growing at a fast rate, also? Using this information, students should be able to infer that there is a relationship between
the literacy rate and a nation’s ability to produce income. Using this information, students should evaluate the level of education and training to see what impact it has on the GDP of three nations in this region. The information below is from the U.S. Department’s Background Notes.

*Note to teacher: It is important to let students know that highly developed economies like the USA and Israel have smaller growth rates because the size of these economies are already so large.

Note: Though the standard/element only refer to the continent of Europe, three countries were selected, as an example, to explain the relationship between investment in capital and GDP.

### United Kingdom

**Literacy Rate**— 99%

Real economic growth rate (2008 est): 0.7%

(Real economic growth rate is the percent the GDP increased over the previous year after taking into consideration inflation or deflation)

World Resources Institute’s *EarthTrends* - [http://earthtrends.wri.org](http://earthtrends.wri.org), CIA World Factbook

### Germany

**Literacy Rate**— 99%

Real economic growth rate (2008 est): 1.3%

World Resources Institute’s *EarthTrends* - [http://earthtrends.wri.org](http://earthtrends.wri.org), CIA World Factbook

### Russia

**Literacy Rate**— 99.4%

Real economic growth rate (2008): 6%

World Resources Institute’s *EarthTrends* - [http://earthtrends.wri.org](http://earthtrends.wri.org), CIA World Factbook
Sample Question for E7a

You are watching a speech by the President of the United States on T.V. with your parents. The President is explaining a plan for improving the U.S. economy. In the speech, the President says:

“Our workers must be prepared for the high-tech jobs of the 21st century. My plan will give incentives to companies who provide technology education and training for their employees.”

The President’s plan is based on the conclusion that:

a. an investment in human capital will increase the country’s gross domestic product (GDP)*
b. adjusting the exchange rate will increase the profit the U.S. makes in international trade
c. an investment in capital goods will increase the country’s gross domestic product (GDP)
d. an embargo on technology from other countries will help the U.S. economy.

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

Students should be able to explain capital and its relationship to GDP. They should be able to explain how investment in capital influences GDP. Students should determine how capital investment affects the GDP of Europe. As with element (a), students should use the information about capital and GDP to make inferences regarding the investment in capital in Europe and their GDP. The below figures show the investment in capital as a percentage of the country’s GDP. Investment in capital tends to produce increased GDP; hence, the real economic growth rate would be expected to increase with increased capital investment.

Note: Though the standard/element only refer to the continent of Europe, three countries were selected, as an example, to explain the relationship between investment in capital and GDP.

**United Kingdom**

*Capital Investment* — 16.7% of GDP (2008 est.)
Real growth rate: 0.7% (2008 est.)

**Germany**

*Capital Investment* — 18.9% of GDP (2008 est.)
Real growth rate: 1.3% (2008 est.)

**Russia**

*Capital Investment* — 24.7% of GDP (2007 est.)
Real growth rate: 6% (2008 est.); 8.1% (2007 est.)
### Sample Question for E7b
You are watching a speech by the President of the United States on T.V. with your parents. The President is explaining a plan for improving the U.S. economy. In the speech, the President says:

“Our workers must be prepared for the high-tech jobs of the 21st century. My plan will give incentives to companies who invest in new computers and wireless communications systems.”

The President’s plan is based on the conclusion that:

A. An investment in human capital will increase the country’s gross domestic product (GDP)
B. Adjusting the exchange rate will increase the profit the U.S. makes in international trade
C. An investment in capital goods will increase the country’s gross domestic product (GDP)*
D. An embargo on technology from other countries will help the U.S. economy.

### Sample Question for E7b (OAS Database)
Use the information in the box below to answer this question.

In order to produce a good or a service, four factors of production are needed—natural resources (land), human resources (labor), capital resources (buildings and machinery), and entrepreneurship (organization).

A sixth-grade class decides to open a popcorn stand. The stand and the popcorn popper are examples of which factor of production?

A. natural resources  
B. human resources  
C. capital resources*  
D. entrepreneurship

### c. Describe the role of natural resources in a country’s economy.
EU- Production, Distribution & Consumption

Students do not need to identify the natural resources of specific countries, but they should be able to explain how the presence or absence impacts a country’s economy.

Students may be provided charts and/or graphs to evaluate the impact of natural resources on the development of that country’s economy.

### d. Describe the role of entrepreneurship.
EU- Production, Distribution & Consumption

Students should explain entrepreneurship and its importance in economic development. Students should be able to explain how entrepreneurship affects Europe’s economic development. Students are not expected to know specific examples from any of these countries. They may be required to use charts and graphs to evaluate the impact of entrepreneurship on economic development.

One source for information on entrepreneurship in various countries is The Heritage Foundation’s Economic Freedom Index. The index ranks countries based on scores in ten economic categories, one of which is Business Freedom. Since the same criteria are used for all countries, the index can help with comparisons of entrepreneurship. For over a decade, The Wall Street Journal and The Heritage Foundation have tracked the march of economic freedom around
the world with the Index of Economic Freedom. Teachers need to be aware of this and be willing to share information about the website if requested.

Note: Though the standard/element only refer to the continent of Europe, three countries were selected, as an example, to describe the role of entrepreneurship.

**United Kingdom**

Based on information from the Economic Freedom Index (EFI), the overall freedom to conduct a business is strongly protected under the U.K.'s regulatory environment. Starting a business takes 13 days, compared to the world average of 38 days. Obtaining a business license takes less than the world average of 225 days and is not costly. Bankruptcy proceedings are easy and straightforward. United Kingdoms's rating for Business Freedom= 90; the world average= 64 (2009). To view the EFI for United Kingdom go to: [http://www.heritage.org/Index/Country/UnitedKingdom](http://www.heritage.org/Index/Country/UnitedKingdom).

**Germany**

Based on information from the Economic Freedom Index (EFI), the overall freedom to start, operate, and close a business is protected under Germany's regulatory environment. Starting a business takes an average of 18 days, compared to the world average of 38 days. Obtaining a business license requires less than the world average of 18 procedures and 225 days. Germany's rating for Business Freedom= 90; the world average= 64 (2009). To view the EFI for Germany go to: [http://www.heritage.org/Index/Country/Germany](http://www.heritage.org/Index/Country/Germany).

**Russia**

Based on information from the Economic Freedom Index (EFI), the overall freedom to conduct a business is limited by Russia's regulatory environment. Bureaucratic obstacles are a particular problem for small businesses. Obtaining a business license takes much more than the world average of 18 procedures and 225 days. Bankruptcy proceedings can be lengthy and difficult. To view the EFI
The student will analyze the impact of European exploration and colonization on various world regions.
The intent of this standard is to provide the student with the historical background of the 20th century that led to the issues facing Europe today. It is not a complete history of the region. This standard links to 7th grade. This standard provides background on the European presence/influence throughout the world.

a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.

EU Movement/Migration

Students need to understand that a strong desire for wealth, land, and honor spurred Europeans into a period of exploration across the globe. Students should be able to discuss Prince Henry’s role in navigation via a training school for sailors and advancements in navigation. Draw correlations between Prince Henry sending ships down the west coast of Africa and Portugal’s later involvement in the slave trade. Explain why a desire for natural resources and riches, such as gold and spices, led to European colonization of many places around the globe. Explain how Christianity spread from Europe to other parts of the world through missionaries seeking to convert conquered people. Discuss the importance of trade and trade routes and how controlling markets for goods could be extremely lucrative and competitive.

Sample Question for H6a
In the 1400s, this man helped Portugal take an early lead in exploration by providing money to study navigation, develop better boats, and encourage voyages along the coast of Africa. Who was he?
A. Prince Henry*
B. Christopher Columbus
C. Francisco Pizarro
D. James Cook

Sample Question for H6a
There were many reasons for the exploration of the world by the Europeans starting in the 1400’s. Some of those reasons are:
* To find a sea route to the spices of Asia.
* To find gold, silver, and precious stones.
* To expand their knowledge of the world.
* To build and control larger empires.
* To expand the Christian religion.
* To find natural resources for their newly created factories
Sample Question for H6a [OAS Database]
Which was not a reason for the establishment of European overseas colonies?
A. Europeans wanted to spread Christianity to other peoples.
B. European industry needed more sources of raw materials.
C. Europeans were interested in learning from other cultures.*
D. Europeans thought that colonies would buy European products.

* To open up new markets for their newly created products.
Which statement best summarizes the reasons for European exploration?
A. European explorers were trying to prove that the earth was not flat.
B. Europeans were looking to find ways to ease overcrowding in their cities.
C. The monarchs of Europe were trying to develop and use new sailing technologies.
D. The Europeans were trying to expand their territories, gather riches, and spread their religion.*

| b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas. | Students should use a European Exploration and/or a European Empires map to trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas. Students should shade in the various empires and develop a key to reflect the corresponding country that colonized the region. Extension exercise- have students draw conclusions as to how these explorations led to the movement and migration of European culture, language, religion, government, and European power around the globe. (Reference-Internet search engine “European Exploration Map” or “European Empires Map”)

Sample question may include a map with routes taken by one of the four countries above and the shaded areas on the globe that they colonized. Students should be able to identify which country is being represented on the map. |
| EU- Movement/Migration | |

| c. Trace the colonization of Australia by the United Kingdom. | Students should explain the reason that the British colonized Australia and how the large number of prisoners/settlers impacted the Aboriginal people. Extension activity- discuss what evidence can be seen today which demonstrates colonization by the British, such as language, government, religion, and ethnic groups. |
| EU- Movement/Migration | |

| d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. | Students should understand the primary reasons for European colonialism in the late 19th century and how this competition for raw materials, a market for their products, and cheap labor created a tense environment of competition and military build-up. The Industrial Revolution created a great demand for low-cost raw materials and profitable markets to sell their goods. This thirst |
Sample Question for H6d  (OAS Database)
Which of the following contributed to the outbreak of World War I?
A. fear of the spread of communism
B. an explosion on the battleship Maine
C. the Japanese invasion of the Philippines
D. European empire building in Africa and Asia*

SS6H7 The student will explain conflict and change in Europe to the 21st century.
The intent of this standard is to provide the student with the historical background of the 21st century that led to the issues facing Europe today. It is not a complete history of the region. This standard links to 7th grade and lays a foundation for students understanding the background on European presence throughout the world.

a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

EU- Conflict & Change

Students should understand that conflict and change were dominant themes in history following WWI. Much of Europe was in chaos. Many people were hungry and homeless. Explain how many centuries of rule by powerful and wealthy czars in Russia opened the door for a revolution. Students should understand how communism seemed like a viable option for starving and powerless people, but also laid the foundation for later conflicts and land domination. Describe the basic components of the Treaty of Versailles (such as extensive reparations and transfer of territory from Germany to other states) which led to resentment and opened the door for the rise of Nazism as Hitler promised to end unemployment and poverty and bring Germany back to a state of power. Describe the factors that led to an economic depression in Germany and a worldwide economic depression. Explain the impact of these economic depressions.  (Reference- SCIS Europe in Transition p. 15.)
### Sample Question for H7a  (OAS Database)
Which of the following was an important cause of the Russian Revolution of 1917?
A. differences among religious and ethnic groups in Russia
B. an unsuccessful attempt by China to invade Russia
C. differences among social and economic classes in Russia*
D. an unsuccessful attempt by Britain to invade Russia

### Sample Question for H7a  (OAS Database)
Withdrawal from WWI, poverty, starvation, overthrow of the czar, civil war and communism are associated with the
A. Chinese Revolution.
B. Russian Revolution.*
C. French Revolution.
D. Spanish Revolution.

### b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
EU- Conflict & Change

Students should explain the impact of the Holocaust. Discuss how two countries which fought on the same side during WWII and were both on the winning side became bitter enemies engaged in an extremely tense time of political hostility and nuclear build-up. Students should explain how ideological differences between the United States wanting to rebuild European states with democratic governments and free-market economies as opposed to the Soviet Union wanting communist governments with centralized economic and political systems led to the Cold War. Students should explain how the United States and the Soviet Union rose to become Superpowers after WWII. (Reference- SCIS Europe in Transition pgs. 15-16.)

### c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.
EU- Conflict & Change

Students should explain the factors that led to the collapse of the Soviet Union. Next, explain how this led to the end of the Cold War. Students should have a basic understanding of why Germany was split after WWII. Students should explain the role of Berlin in this split and how the collapse of the Soviet Union led to German reunification. (Reference- SCIS Europe in Transition pgs. 17-18.)
CRCT Information

### Content Weights for the GPS-Based CRCT

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Assessment page for the CRCT, EOCT, GHSGT, GAA and Writing Assessment.

**Additional Testing Resources**

- Study Guide- Grade 6
- Study Guide- Grade 7
- Study Guide- Grade 8
- Content Descriptions-Grade
- Online Assessment System
- Content Weights CRCT
- Promotion and Retention
- Assessment Newsletter