



# **SOCIAL STUDIES**

## **Georgia Standards of Excellence (GSE)**

**Grade 9 – Grade 12**

# **Table of Contents**

American Government/Civics.....	3
Economics.....	14
Personal Financial Literacy.....	26
Psychology.....	37
Sociology .....	48
United States History .....	57
World Geography.....	70
World History .....	80

## American Government/Civics

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

### **SSCG1 Compare and contrast various systems of government.**

- a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
- b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
- c. Determine how the role of the executive differs in presidential and parliamentary systems of governments.
- d. Differentiate between a direct democracy, representative democracy, and/or a republic.

### **SSCG2 Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.
- b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.
- c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

### **SSCG3 Demonstrate knowledge of the framing and structure of the United States Constitution.**

- a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
- b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

## Social Studies Georgia Standards of Excellence

### **SSCG4 Demonstrate knowledge of the organization and powers of the national government.**

- a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

### **SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.**

- a. Explain and analyze the relationship of state governments to the national government.
- b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.
- c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.
- d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”
- e. Describe the roles of Congress and the states in the formal process of amending the Constitution.

### **SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.**

### **SSCG7 Demonstrate knowledge of civil liberties and civil rights.**

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, *Brown v. Board of Education*, etc.)
- c. Analyze due process of law as expressed in the 5<sup>th</sup> and 14<sup>th</sup> amendments, as understood through the process of incorporation.
- d. Identify how amendments extend the right to vote.

## **Social Studies Georgia Standards of Excellence**

### **SSCG8 Demonstrate knowledge of the legislative branch of government.**

- a. Cite the formal qualifications for representatives and senators listed in the Constitution.
- b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.
- c. Compare the terms of office for each chamber of Congress and explain the Founders' intent.
- d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)
- e. Explain the steps in the legislative process.
- f. Explain the functions of various leadership positions and committees within the legislature.
- g. Analyze the positive and negative role lobbyists play in the legislative process.

### **SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.**

### **SSCG10 Demonstrate knowledge of the executive branch of government.**

- a. Cite the formal qualifications listed in the Constitution for President of the United States.
- b. Describe informal qualifications common to past presidents.
- c. Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).
- d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12<sup>th</sup> Amendment.
- e. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader.

### **SSCG11 Explain the functions of the departments and agencies of the federal bureaucracy.**

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the President's Cabinet.

### **SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.**

## Social Studies Georgia Standards of Excellence

### **SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.**

- a. Describe the selection and approval process for federal judges.
- b. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- c. Examine how John Marshall established judicial review through his opinion in *Marbury v. Madison* and relate its impact.
- d. Describe how the Supreme Court selects and decides cases.
- e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)

### **SSCG14 Demonstrate knowledge of the criminal justice process.**

- a. Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments).
- b. Categorize different types of crimes.
- c. Analyze the procedures in the criminal justice process.
- d. Examine the different types of sentences a convicted person can receive.
- e. Contrast the procedures related to civil suits with criminal proceedings.

### **SSCG15 Demonstrate knowledge of local, state, and national elections.**

- a. Describe the historical development, organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending and the influence of special interest groups on elections.
- d. Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process.
- e. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

### **SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.**

- a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.
- b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
- c. Explain the meaning and history of the Pledge of Allegiance.

## **Social Studies Georgia Standards of Excellence**

### **SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

- a. Examine the structure of local governments with emphasis on counties and cities.
- b. Analyze the relationship among state and local governments.
- c. Examine sources of revenue received by local governments.
- d. Analyze the services provided by state and local governments.
- e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I



## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10	
➤ <b>Key Ideas and Details</b>	
<b>L9-10RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ <b>Craft and Structure</b>	
<b>L9-10RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ <b>Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<b>L9-10RHSS9:</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ <b>Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **Economics**

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

### **Fundamentals**

**SSEF1 Explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.**

- a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.
- b. Define and give examples of productive resources (i.e. factors of production): natural resources (i.e. land), human resources (i.e. labor and human capital), physical capital and entrepreneurship.
- c. Explain the motivations that influence entrepreneurs to take risks (e.g., profit, job creation, innovation, and improving society).
- d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.

**SSEF2 Give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.**

- a. Define marginal cost and marginal benefit.
- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
- c. Explain that people, businesses, and governments respond to positive and negative incentives in predictable ways.

**SSEF3 Explain how specialization and voluntary exchange influence buyers and sellers.**

- a. Explain how and why individuals and businesses specialize, including division of labor.
- b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.

## **Social Studies Georgia Standards of Excellence**

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

- a. Compare traditional, command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation.
- b. Analyze how each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability.
- c. Compare and contrast strategies for allocating scarce resources, such as by price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.

**SSEF5 Describe the roles of government in the United States economy.**

- a. Explain why government provides public goods and services, redistributes income, protects property rights, and resolves market failures.
- b. Explain the effects on consumers and producers caused by government regulation and deregulation.

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

- a. Define productivity as the relationship of inputs to outputs.
- b. Explain how investment in equipment and technology can lead to economic growth.
- c. Explain how investments in human capital (e.g., education, job training, and healthcare) can lead to a higher standard of living.
- d. Analyze, by means of a production possibilities curve: trade-offs, opportunity cost, growth, and efficiency.

### **Microeconomics**

**SSEMI1 Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.**

- a. Illustrate a circular flow diagram that includes the product market, the resource (factor) market, households, and firms.
- b. Explain the real flow of goods, services, resources, and money between and among households and firms.

## Social Studies Georgia Standards of Excellence

### **SSEMI2 Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.**

- a. Define the law of supply and the law of demand.
- b. Distinguish between supply and quantity supplied, and demand and quantity demanded.
- c. Describe the role of buyers and sellers in determining market clearing price (i.e. equilibrium).
- d. Illustrate on a graph how supply and demand determine equilibrium price and quantity.
- e. Identify the determinants (shifters) of supply (e.g., changes in costs of productive resources, government regulations, number of sellers, producer expectations, technology, and education) and illustrate the effects on a supply and demand graph.
- f. Identify the determinants (shifters) of demand (e.g., changes in related goods, income, consumer expectations, preferences/tastes, and number of consumers) and illustrate the effects on a supply and demand graph.
- g. Explain and illustrate on a graph how prices set too high (e.g., price floors) create surpluses, and prices set too low (e.g., price ceilings) create shortages.

### **SSEMI3 Explain the organization and role of business and analyze the four types of market structures in the U.S. economy.**

- a. Compare and contrast three forms of business organization—sole proprietorship, partnership, and corporation with regards to number of owners, liability, lifespan, decision-making, and taxation.
- b. Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure (perfect) competition with regards to number of sellers, barriers to entry, price control, and product differentiation.

## **Macroeconomics**

### **SSEMA1 Illustrate the means by which economic activity is measured.**

- a. Identify and describe the macroeconomic goals of steady economic growth, stable prices, and full employment.
- b. Define Gross Domestic Product (GDP) as the sum of Consumer Spending, Investment, Government Spending, and Net Exports (output expenditure model).
- c. Define unemployment rate, Consumer Price Index (CPI), inflation, real GDP, aggregate supply and aggregate demand and explain how each is used to evaluate the macroeconomic goals from SSEMA1a.
- d. Give examples of who benefits and who loses from unanticipated inflation.
- e. Identify seasonal, structural, cyclical, and frictional unemployment.
- f. Define the stages of the business cycle, including: peak, contraction, trough, recovery/expansion as well as recession and depression.



## **Social Studies Georgia Standards of Excellence**

### **SSEMA2 Explain the role and functions of the Federal Reserve System.**

- a. Explain the roles/functions of money as a medium of exchange, store of value, and unit of account/standard of value.
- b. Describe the organization of the Federal Reserve System (12 Districts, Federal Open Market Committee (FOMC), and Board of Governors).
- c. Define monetary policy.
- d. Define the tools of monetary policy including reserve requirement, discount rate, open market operations, and interest on reserves.
- e. Describe how the Federal Reserve uses the tools of monetary policy to promote its dual mandate of price stability and full employment, and how those affect economic growth.

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

- a. Define fiscal policy.
- b. Explain the effect on the economy of the government's taxing and spending decisions in promoting price stability, full employment, and economic growth.
- c. Explain how government budget deficits or surpluses impact national debt.

## **International**

### **SSEIN1 Explain why individuals, businesses, and governments trade goods and services.**

- a. Define and distinguish between absolute advantage and comparative advantage.
- b. Explain that most trade takes place because of comparative advantage in the production of a good or service.
- c. Define balance of trade, trade surplus, and trade deficit.

### **SSEIN2 Explain why countries sometimes erect trade barriers and sometimes advocate free trade.**

- a. Define trade barriers such as tariffs, quotas, embargoes, standards, and subsidies.
- b. Identify costs and benefits of trade barriers to consumers and producers over time.
- c. Describe the purpose of trading blocs such as the EU, NAFTA, and ASEAN.
- d. Evaluate arguments for and against free trade.

### **SSEIN3 Explain how changes in exchange rates can have an impact on the purchasing power of groups in the United States and in other countries.**

- a. Define exchange rate as the price of one nation's currency in terms of another nation's currency.
- b. Interpret changes in exchange rates, in regards to appreciation and depreciation of currency.
- c. Explain why some groups benefit and others lose when exchange rates change.

## Social Studies Georgia Standards of Excellence

### **Personal Finance**

#### **SSEPF1 Apply rational decision making to personal spending and saving choices.**

- a. Use a rational decision making model to evaluate the costs and benefits of post-high school life choices (i.e., college, technical school, military enlistment, workforce participation, or other option).
- b. Create a budget that includes a savings or financial investment plan for a future goal.

#### **SSEPF2 Explain that banks and other financial institutions are businesses that channel funds from savers to investors.**

- a. Compare services offered by different financial institutions, including banks, credit unions, payday lenders, and title pawn lenders.
- b. Explain reasons for the spread between interest charged and interest earned.
- c. Give examples of the direct relationship between risk and return.
- d. Evaluate the risk and return of a variety of savings and investment options, including: savings accounts, certificates of deposit, retirement accounts, stocks, bonds, and mutual funds.

#### **SSEPF3 Explain how changes in taxation can have an impact on an individual's spending and saving choices.**

- a. Define progressive, regressive, and proportional taxes.
- b. Explain how an increase in sales tax affects different income groups.
- c. Explain the impact of property taxes on individuals and communities.

#### **SSEPF4 Evaluate the costs and benefits of using credit.**

- a. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Define annual percentage rate and explain the difference between simple and compound interest rates, as well as fixed and variable interest rates.

#### **SSEPF5 Describe how insurance and other risk-management strategies protect against financial loss.**

- a. List and describe various types of insurance such as automobile, health, life, disability, and property.
- b. Explain the costs and benefits associated with different types of insurance, including deductibles, premiums, shared liability, and asset protection.

## **Social Studies Georgia Standards of Excellence**

### **SSEPF6 Describe how the earnings of workers are determined in the marketplace.**

- a. Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.
- b. Explore job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
<b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
<b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
<b>L9-10RHSS5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	
<b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
<b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	
<b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards



## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **Personal Financial Literacy**

Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated. The standards and elements can be taught in any sequence.

### **SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.**

- a. Analyze income as a scarce resource that must be allocated.
- b. Compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains.
- c. Analyze how career choice, education, skills, and economic conditions are related to income and levels of unemployment.
- d. Describe how income taxes affect disposable income.
- e. Review and complete a sample federal individual income tax form 1040EZ or 1040A.
- f. Describe the basic components of a pay-stub including gross pay, net pay, and common deductions (i.e. federal and state income tax, Federal Insurance Contributions Act (FICA – which includes Social Security and Medicare), and elective deductions like insurance and tax-deferred savings).

### **SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income.**

- a. Explain the importance of setting short-term, medium-term, and long-term savings goals.
- b. Differentiate between needs and wants.
- c. Analyze the basic components of a personal budget including income, expenses, and savings.
- d. Explain how to reconcile a checking account, either online or on paper, including how to account for transactions that have not been posted (i.e. checks or weekend debit card transactions).
- e. Describe overdraft fees including why they are assessed and how to avoid them.
- f. Explain the concept of net worth.

## **Social Studies Georgia Standards of Excellence**

### **SSPFL3 Evaluate different methods for paying for goods and services.**

- a. Describe advantages and disadvantages of paying for goods and services with cash, checks, debit cards, credit cards, and other options.
- b. Compare and contrast debit, credit, and prepaid cards in terms of how they work, acceptability, and the costs associated with each.
- c. Explain how to avoid fees when using debit, credit, and pre-paid cards.
- d. Explain the major consumer protections related to debit, credit, and pre-paid cards, especially if they are lost or stolen.

### **SSPFL4 Evaluate alternatives for life after high school including college, technical school, internships, working, military, doing nothing (taking a “gap year”), traveling, or other options.**

- a. Use a rational decision making model to identify the most appropriate alternative from the options in SSPFL3.
- b. Describe opportunity cost as it relates to the options in SSPFL3.
- c. Evaluate costs and benefits of various ways to pay for post-high school life including scholarships, employment, work-study programs, loans, grants, savings, prior investments, and other options.
- d. Review and complete a sample Free Application for Federal Student Aid (FAFSA) form.

### **SSPFL5 Describe the importance of credit and having a favorable credit score.**

- a. Define credit and interest rates.
- b. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.
- c. Describe the basic components of a credit score including payment history, debt to income ratio, amount owed, length of credit history, types of credit used, amount of available credit, and recent credit applications.
- d. Describe different ways financial institutions, employers, and other parties use credit reports and credit scores.
- e. Describe how to access one’s credit report and credit score.
- f. Analyze and evaluate a sample credit report.
- g. Explain how to begin building a good credit history at an early age.
- h. Explain causes of personal bankruptcy and describe consequences of declaring bankruptcy.

## **Social Studies Georgia Standards of Excellence**

### **SSPFL6 Analyze the purpose and functions of various financial institutions.**

- a. Analyze services offered by different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.
- b. Explain that some financial institutions are for profit and others are non-profit and how that affects the lending behavior of the institution.
- c. Compare the benefits and drawbacks of different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.
- d. Describe difficulties “unbanked” people face; including lack of security, difficulties securing financial services, and increased financial cost compared to using traditional financial institutions.

### **SSPFL7 Explain how interest rates affect various consumer decisions.**

- a. Explain how actions taken by the Federal Reserve System affect interest rates.
- b. Compare interest rates on loans and credit cards from different institutions including banks, credit unions, pay-day loan facilities, and title-pawn.
- c. Define annual percentage rate and analyze how different interest rates can affect monthly payments on loans.
- d. Explain the difference between simple and compound interest and the difference between fixed and variable interest.
- e. Define nominal and real returns and explain how inflation affects savings and investment accounts earning interest.

### **SSPFL8 Evaluate reasons for and various methods of investment.**

- a. Evaluate the risk and return of a variety of savings and investment options including savings accounts, certificates of deposit, stocks, bonds, and mutual funds.
- b. Explain the advantages of using tax-advantaged retirement planning including a traditional Individual Retirement Account (IRA), a Roth IRA, a myRA, and a company 401K or 403b.
- c. Describe the importance of diversification investing.
- d. Describe the differences in strategies used for long-term investing vs. short term investing.

## Social Studies Georgia Standards of Excellence

### **SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss.**

- a. Define insurance as an agreement where one party agrees to pay for another's damage or loss in exchange for payment.
- b. Define risk as it relates to various assets (i.e. your person, property, or investments).
- c. Describe various types of insurance including automobile, health, life (whole and term), disability, and property.
- d. Review and describe the basic components of a sample automobile, health, and property insurance policy.
- e. Analyze different methods for obtaining health insurance including through an employer, private purchase, Consolidated Omnibus Budget Reconciliation Act (COBRA), and through various health insurance exchanges.
- f. Analyze the costs and benefits associated with different types of insurance, including co-pays, deductibles, premiums, shared liability, and asset protection.
- g. Define insurability and explain why insurance rates can vary.

### **SSPFL10 Describe how government taxing and spending decisions affect consumers.**

- a. Define progressive, regressive, and proportional taxes.
- b. Analyze the purpose of different types of taxes including income, property, sales, excise, and capital gains.
- c. Explain how an increase in sales tax affects different income groups.
- d. Describe government programs designed to provide assistance to low income individuals such as the Supplemental Nutrition Assistance Program (SNAP) (including the special program for Women, Infants, and Children (WIC)), Medicaid, State Children's Health Insurance Program (SCHIP), and public housing.
- e. Explain how unemployment insurance is provided by federal and state governments.

### **SSPFL11 Explain and evaluate various forms of consumer protection.**

- a. Describe the roles of the Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), National Credit Union Association (NCUA), Federal Deposit Insurance Corporation (FDIC), and the Consumer Financial Protection Bureau (CFPB) in protecting consumers.
- b. Compare different methods for lodging consumer complaints (e.g., Better Business Bureau, [usa.gov/consumer-complaints](http://usa.gov/consumer-complaints), direct contact with business).
- c. Explain the primary purpose of important consumer legislation including the Truth in Lending Act, Fair Debt Collection Practices Act, Fair Credit Reporting Act, and the Dodd-Frank Act.

## Social Studies Georgia Standards of Excellence

### **SSPFL12 Explain sources of and protection against identity theft.**

- a. Describe common ways identity theft happens including dumpster diving, skimming, phishing, stealing, and hacking.
- b. Analyze ways to protect yourself from identity theft including shredding important documents, not opening attachments to unknown emails, not revealing personal information over the phone or email, using secure networks, regularly checking your credit score, and changing passwords on accounts.
- c. Describe steps that should be taken if a person is the victim of identity theft including getting replacement credit cards, freezing credit histories, alerting appropriate officials, and changing passwords.
- d. Describe the basic characteristics of investment scams such as Ponzi schemes, pump and dumps, and “advance fee” scams and how to avoid them.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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



## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
<b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
<b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
<b>L9-10RHSS5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	
<b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
<b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	
<b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **Psychology**

Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups.

### **Psychology Foundations and Research**

**SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.**

- a. Define the field of psychology.
- b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.
- c. List and describe the major occupations and subfields of psychology.

**SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.**

- a. Explain how psychologists conduct research to describe, explain, predict, and control behavior.
- b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation.
- c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).
- d. Explain the differences between a correlation and an experiment.
- e. Classify the types and uses of statistics in psychological research, include: descriptive statistics.
- f. Interpret graphic data representations.
- g. Explain ethical issues in psychological research.

**Biological Foundations**

**SSPBF1 Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.**

- a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior, include: central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].
- b. Identify the components and function of a neuron.
- c. Explain the process of neurotransmission, include: action potentials and synaptic transmission.
- d. Identify the major structures and functions of the brain.
- e. Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG.
- f. Examine the role of genetics in the development of behaviors.

**SSPBF2 Compare different states of consciousness.**

- a. Identify altered states of consciousness, include: sleeping, dreaming, hypnosis, meditation, biofeedback, and mind-altering substances.
- b. Describe the sleep cycle and circadian rhythm.
- c. Explain theories of sleeping and dreaming.
- d. Investigate the validity of hypnosis.
- e. Analyze the physical and psychological issues associated with addiction.
- f. Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and behaviors.

**SSPBF3 Discuss the components of stress.**

- a. Categorize and explain the different physiological and psychological reactions to stress.
- b. Identify strategies to deal with stress that promote health, include: coping strategies and behavioral modification.

## **Social Studies Georgia Standards of Excellence**

### **SSPBF4 Describe how the physical world is translated into a psychological experience.**

- a. Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction.
- b. Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma.
- c. Describe the major theories associated with visual and auditory sensation and perception: include threshold theory, opponent process theory, trichromatic theory of vision, frequency theory, volley theory and place theory of hearing.
- d. Identify additional senses, include: smell, taste and touch.
- e. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception.
- f. Compare top-down and bottom-up processing.

### **SSPBF5 Identify major theories and concepts related to motivation and emotion.**

- a. Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation.
- b. Compare and contrast theories of emotion, include: James-Lange, Cannon-Bard, and Singer-Schachter's Two Factor.

## **Change in Behavior and Cognition**

### **SSPBC1 Identify the characteristics of and major approaches to learning.**

- a. Identify learning as a relatively permanent change in behavior based on experience.
- b. Explain the behavioral approach to learning.
- c. Compare and contrast the paradigms of classical and operant conditioning.
- d. Describe changes in behavior using the social learning theory.

### **SSPBC2 Analyze key concepts associated with information processing and memory.**

- a. Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval.
- b. Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal.
- c. Analyze theories of forgetting, include, encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile).
- d. Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set.

## Social Studies Georgia Standards of Excellence

### **SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.**

- a. Chart physical changes of a human being from conception through late adulthood.
- b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson.
- c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf.
- d. Describe the role of critical periods in development.

### **Variability of Behavior among Individuals and Groups**

#### **SSPVB1 Analyze concepts related to the measurement, and nature of intelligence.**

- a. Differentiate between general and multiple intelligences.
- b. Explain how intelligence may be influenced by heredity and environment.
- c. Evaluate the reliability, validity, and standardization of historical and contemporary intelligence tests.
- d. Evaluate the implications of measurement of intelligence on the individual and culture.
- e. Differentiate the levels of intelligence: include giftedness and intellectual disability.

#### **SSPVB2 Evaluate theories of personality and assessment tools.**

- a. Evaluate Psychodynamic Theory and its impact on contemporary psychology.
- b. Evaluate the Humanistic Perspective of personality.
- c. Analyze the purpose and theories of the Trait Perspective of personality.
- d. Analyze the Social-Cognitive Perspective of personality.
- e. Identify various personality assessment tools.

#### **SSPVB3 Identify psychological disorders and treatment.**

- a. Identify criteria that distinguish normal from disordered behavior, include: the criteria of distress, deviance, and dysfunction.
- b. Describe methods used to diagnose and assess psychological disorders, include: the current version of the *Diagnostic and Statistical Manual*, the MMPI, and projective tests.
- c. Analyze various psychological disorders and identify appropriate treatments, include: anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and schizophrenia.
- d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients.
- e. Compare the biomedical, psychoanalytical, cognitive, and behavioral and humanistic approaches to the treatment of psychological disorders.



## Social Studies Georgia Standards of Excellence

### **Social Psychology**

#### **SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.**

- a. Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch's experiment, groupthink, group polarization, and deindividuation.
- b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.
- c. Explain the factors that contribute to affiliation and attraction, include: proximity, mere-exposure effect, and similarity.
- d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram's experiment of obedience and Zimbardo's Stanford Prison Experiment.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<b>L9-10RHSS9:</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **Sociology**

This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

### **Foundations and Research**

**SSSocFR1 Explain the origins of sociology, the sociological perspective, and how sociology relates to the other social sciences.**

- a. Explain sociology, sociological perspective, and the sociological imagination.
- b. Describe the origins of sociology as a social science and the significance of its historical framework.
- c. Explain the relationship of sociology to the other social sciences.
- d. Identify careers where sociological knowledge is applicable.

**SSSocFR2 Explain the research methodologies used in sociology.**

- a. Identify the major research methods used in sociology.
- b. Explain how various methods are used to conduct research in sociology.
- c. Evaluate the strengths and weaknesses of the methods of sociological research.
- d. Explain the importance and influence of ethics in guiding research and data collection in sociology.

**SSSocFR3 Explain the major theoretical perspectives in sociology.**

- a. Explain and apply the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.
- b. Compare and evaluate the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.

### **Culture and Social Structure**

**SSSocC1 Explain the development and importance of culture.**

- a. Describe how culture is a social construction.
- b. Identify the basic elements of culture.
- c. Explain the importance of culture as an organizing tool in society.
- d. Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.



## **Social Studies Georgia Standards of Excellence**

### **SSSocC2 Evaluate how cultures evolve over time.**

- a. Explain cultural change and diversity include ethnocentrism, cultural relativism, folk culture, pop culture, counterculture, subculture, and culture shock.
- b. Analyze the impact of globalization on U.S. and other world cultures.

### **SSSocC3 Analyze social structure and interaction within society.**

- a. Explain the components of social structure, include: status, role and social institutions.
- b. Describe and compare various types of societies.
- c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
- d. Analyze the components, varieties, and functions of group dynamics, include: such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.

## **Socialization and Social Control**

### **SSSocSC1 Explain the process of socialization.**

- a. Identify and describe the roles and responsibilities of an individual in society.
- b. Analyze the individual development theories of Cooley and Mead.
- c. Identify and compare the stages of socialization, include: childhood, adolescence, adulthood, and death/dying.
- d. Evaluate the agents of socialization including family, peers, education, media, and religion.
- e. Analyze gender, race/ethnicity, and socio-economic status as contributing factors to individual socialization.

### **SSSocSC2 Analyze deviance in society.**

- a. Explain the socially constructed nature of deviance.
- b. Explain the relationship of social control and power in society.
- c. Analyze the causes of deviant behavior.
- d. Explain the impact of deviance on society.

### **SSSocSC3 Analyze the impact of social control on deviance in society.**

- a. Explain theories of social control, include: control and labeling theories.
- b. Explain conformity in relationship to deviance and social control.
- c. Describe adaptation, cooperation, accommodation, and competition in the context of social control.

## **Social Studies Georgia Standards of Excellence**

### **SSSocSC4 Analyze the function of social institutions as agents of social control across differing societies and times.**

- a. Analyze the function of social institutions in society, include: family, education, religion, economy, government/politics, health care, and media.
- b. Evaluate the strengths and weaknesses of various social institutions.
- c. Evaluate other possible social institutions such as sports.
- d. Analyze the functions and inequalities of the criminal justice system in relationship to a society's construct of crime and punishment.
- e. Explain the role of total institutions.
- f. Analyze the re-socialization process.

## **Social Inequities and Change**

### **SSSocIC1 Analyze forms of social inequality.**

- a. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
- b. Analyze the sources and effects of stratification on the basis of social class, race and ethnicity, gender, age, and emotional, mental, and physical disabilities.
- c. Analyze the sources of global stratification and inequality.
- d. Evaluate the impact of global stratification and inequality on global relations.

### **SSSocIC2 Analyze social change processes in a society.**

- a. Describe the various forms of collective behavior as factors of social change.
- b. Explain the impact of globalization on social change.
- c. Evaluate the impact of technology on social change.
- d. Analyze the impact of demographic changes and changes in settlement patterns on a society.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10	
➤ <b>Key Ideas and Details</b>	
<b>L9-10RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ <b>Craft and Structure</b>	
<b>L9-10RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ <b>Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<b>L9-10RHSS9:</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ <b>Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	



## **United States History**

The high school United States history course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21<sup>st</sup> Century.

### **SSUSH1 Compare and contrast the development of English settlement and colonization during the 17<sup>th</sup> Century.**

- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

### **SSUSH2 Describe the early English colonial society and investigate the development of its governance.**

- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- c. Describe different methods of colonial self-governance in the period of Salutary Neglect
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

### **SSUSH3 Analyze the causes of the American Revolution.**

- a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- c. Explain the importance of Thomas Paine's *Common Sense* to the movement for independence.

## Social Studies Georgia Standards of Excellence

### **SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**

- a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
- b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
- c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
- d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
- e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- f. Explain the significance of the Treaty of Paris, 1783.

### **SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.
- b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.
- d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison.
- e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

### **SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.**

- a. Examine the presidency of Washington, including the precedents he set.
- b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- c. Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- d. Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.
- e. Explain James Monroe's presidency in relation to the Monroe Doctrine.

## Social Studies Georgia Standards of Excellence

### **SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.**

- a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

### **SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.**

- a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- c. Analyze the impact of the Mexican War on growing sectionalism.
- d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, *Scott v. Sanford*, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

### **SSUSH9 Evaluate key events, issues, and individuals related to the Civil War**

- a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

## Social Studies Georgia Standards of Excellence

### **SSUSH10 Identify legal, political, and social dimensions of Reconstruction.**

- a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.
- b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.
- c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

### **SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.**

- a. Explain the effects of railroads on other industries, including steel and oil.
- b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
- c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
- d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.
- e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.

### **SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.**

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.

### **SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.**

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.
- c. Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

## **Social Studies Georgia Standards of Excellence**

### **SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.**

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

### **SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.**

- a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.

### **SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.**

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.
- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

### **SSUSH17 Analyze the causes and consequences of the Great Depression.**

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

## Social Studies Georgia Standards of Excellence

### **SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.**

- a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.
- b. Explain the passage of the Social Security Act as a part of the second New Deal.
- c. Analyze political challenges to Roosevelt's leadership and New Deal programs.
- d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

### **SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.**

- a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
- c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
- d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.
- e. Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

### **SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**

- a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*.
- c. Examine the influence of Sputnik on U.S. technological innovations and education.

## Social Studies Georgia Standards of Excellence

### **SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations**

- a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.
- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
- e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

### **SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.**

- a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis.
- b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

### **SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.**

- a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.
- b. Examine economic policies of recent presidents including Reaganomics.
- c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.
- d. Examine the historic nature of the presidential election of 2008.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I



## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<b>L9-10RHSS9:</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **World Geography**

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.

### **Physical Geography**

**SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.**

- a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield.
- b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.
- c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.
- d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.
- e. Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.
- f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.
- g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.
- h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

## **Social Studies Georgia Standards of Excellence**

### **Cultural Geography**

**SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.**

- a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).
- e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).

### **Political Geography**

**SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.**

- a. Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan).
- b. Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).
- c. Explain the causes of external and internal conflicts among cultural groups, including but not limited to ongoing border disputes and separatist movements (e.g., partition of India, post-colonial Africa, and independence movements of the Scots, Kurds, and Basques).
- d. Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, NAFTA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media).

## Social Studies Georgia Standards of Excellence

### **Population Geography**

#### **SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.**

- a. Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).
- b. Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).
- c. Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees).
- d. Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws).

### **Environmental Geography**

#### **SSWG5 Analyze human interactions with the world's environments.**

- a. Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).
- b. Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).
- c. Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. non renewable resources).
- d. Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).
- e. Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).



## Social Studies Georgia Standards of Excellence

### Economic Geography

#### **SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.**

- a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
<b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
<b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
<b>L9-10RHSS5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	
<b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
<b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	
<b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## **World History**

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

### **SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.**

- a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
- b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
- c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.
- d. Identify the Bantu migration patterns and contribution to settled agriculture.
- e. Explain the rise of the Olmecs.

### **SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.**

- a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.
- b. Describe the development of Chinese civilization under Zhou, Qin, and Han.
- c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.
- d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.

### **SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.**

- a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.
- b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.
- c. Analyze the impact of Greek and Roman culture, politics, and technology.
- d. Describe polytheism in the Greek and Roman world.
- e. Explain the origins and diffusion of Christianity in the Roman world.
- f. Analyze the factors that led to the collapse of the Western Roman Empire.



## **Social Studies Georgia Standards of Excellence**

### **SSWH4 Analyze impact of the Byzantine and Mongol empires.**

- a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.
- b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.
- c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.
- d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.
- e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

### **SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.**

- a. Analyze the origins of Islam and the growth of the Islamic Empire.
- b. Understand the reasons for the split between Sunni and Shi'a Muslims.
- c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.
- d. Identify the contributions of Islamic scholars in science, math, and geography
- e. Analyze the relationship between Judaism, Christianity, and Islam.

### **SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.**

- a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

### **SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.**

- a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Explain the political impact of Christianity and the role of the church in medieval society.
- c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.
- d. Describe the causes and impact of the Crusades on the Islamic World and Europe.

### **SSWH8 Describe the diverse characteristics of societies in Central and South America.**

- a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.
- b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.

## Social Studies Georgia Standards of Excellence

### **SSWH9 Analyze change and continuity in the Renaissance and Reformation.**

- a. Explain the social, economic, and political changes that contributed to the rise of Florence.
- b. Identify artistic and scientific achievements of the Renaissance.
- c. Explain the main characteristics of humanism.
- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

### **SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.**

- a. Explain the roles of explorers and conquistadors.
- b. Analyze the global, economic, and cultural impact of the Columbian Exchange.
- c. Explain the role of improved technology in exploration.
- d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

### **SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.**

- a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.
- b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.

### **SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.**

- a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.
- b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

### **SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.**

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

## **Social Studies Georgia Standards of Excellence**

### **SSWH14 Analyze the Age of Revolutions.**

- a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
- 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, the role of geography in his defeat, and the consequences of France's defeat for Europe.

### **SSWH15 Describe the impact of industrialization and urbanization.**

- a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.
- b. Examine the political and economic ideas of Adam Smith and Karl Marx.
- c. Examine the social impact of urbanization, include: women and children.

### **SSWH16 Analyze the rise of nationalism and worldwide imperialism.**

- a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.
- b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.
- c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

### **SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.**

- a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.
- b. Describe conditions on the war front for soldiers, include: new technology and war tactics.
- 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.

## Social Studies Georgia Standards of Excellence

### **SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.**

- a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- b. 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.
- c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.
- d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.

### **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.**

- a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.
- b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.
- c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
- d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

### **SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

## **Social Studies Georgia Standards of Excellence**

### **SSWH21 Examine change and continuity in the world since the 1960s.**

- a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.
- c. Analyze terrorism as a form of warfare in the contemporary world.
- d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.

### **SSWH22 Analyze globalization in the contemporary world.**

- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

## Social Studies Georgia Standards of Excellence

### 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

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		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

## Social Studies Georgia Standards of Excellence

### Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>	
<b>➤ Key Ideas and Details</b>	
<b>L9-10RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>➤ Craft and Structure</b>	
<b>L9-10RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L9-10RHSS7:</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<b>L9-10RHSS9:</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L9-10RHSS10:</b>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards



## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>	
<b>➤ Key Ideas and Details</b>	
<b>L11-12RHSS1:</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>	
<b>L11-12RHSS4:</b>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>	
<b>L11-12RHSS7:</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>	
<b>L11-12RHSS10:</b>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>	
<b>➤ Text Types and Purposes</b>	
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)	
<b>➤ Production and Distribution of Writing</b>	
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	
<b>➤ Range of Writing</b>	
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	