Gwinnett’s curriculum for grades K–12 is called the Academic Knowledge and Skills (AKS). The AKS for each grade level spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other materials to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools’ mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.
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Social Studies

A - Map and Globe Skills
• use cardinal directions (GPS) (KSS_A2008-1)

B - Information Processing Skills
• compare similarities and differences (GPS) (KSS_B2008-2)
• organize items chronologically (GPS) (KSS_B2008-3)
• identify issues and/or problems (GPS) (KSS_B2008-4)

C - Where We Live
• explain that a map is a drawing of a place and a globe is a model of the earth (GPS) (KSS_C2008-5)
• identify city's geographic location in the world (GPS) (KSS_C2008-6)
• model good citizenship (GPS) (KSS_C2008-7)

D - Our Nation
• identify the purpose of national holidays and describe the people or events celebrated (GPS) (KSS_D2008-8)
• identify important American symbols and explain their meaning (GPS) (KSS_D2008-9)
• use words and phrases related to chronology and time to explain how things change (GPS) (KSS_D2008-10)
• describe American culture by explaining diverse community and family celebrations and customs related to Flag Day and Independence Day (GPS) (KSS_D2008-11)
• retell stories that will illustrate positive character traits and explain how people in the stories (including Betsy Ross sewing the flag and Thomas Jefferson writing the Declaration of Independence) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_D2008-12)

E - Observing Labor Day
• identify the purpose of Labor Day and describe the people or events celebrated (GPS) (KSS_E2008-13)
• use words and phrases related to chronology and time to explain how things change in relation to Labor Day (GPS) (KSS_E2008-14)
• describe American culture by explaining diverse community and family celebrations and customs related to Labor Day (GPS) (KSS_E2008-15)
• retell stories that will illustrate positive character traits and explain how people in the stories (such as workers in various job categories) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_E2008-16)
• describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher) (GPS) (KSS_E2008-17)
• explain that people earn income by exchanging their human resources (physical or mental) for wages or salaries (GPS) (KSS_E2008-18)
• explain how money is used to purchase goods and services (GPS) (KSS_E2008-19)

F - Observing Columbus Day
• identify the purpose of Columbus Day and describe the people or events celebrated (GPS) (KSS_F2008-20)
• use words and phrases related to chronology and time to explain how things change in relation to Columbus Day (GPS) (KSS_F2008-21)
• describe American culture by explaining diverse community and family celebrations and customs related to Columbus Day (GPS) (KSS_F2008-22)
F - Observing Columbus Day (continued)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as Christopher Columbus) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_F2008-23)

G - Observing Veterans Day
- identify the purpose of Veterans Day and describe the people or events celebrated (GPS) (KSS_G2008-25)
- use words and phrases related to chronology and time to explain how things change in relation to Veterans Day (GPS) (KSS_G2008-26)
- describe American culture by explaining diverse community and family celebrations and customs related to Veterans Day (GPS) (KSS_G2008-27)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as a World War II veteran, Gulf War veteran, etc.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS, CE) (KSS_G2008-28)
- describe the work that people do (soldier) (GPS) (KSS_G2008-29)
- explain that people earn income by exchanging their human resources for wages or salaries (GPS) (KSS_G2008-30)

H - Observing Thanksgiving Day
- identify the purpose of Thanksgiving Day and describe the people or events celebrated (GPS) (KSS_H2008-31)
- use words and phrases related to chronology and time to explain how things change in relation to Thanksgiving Day (GPS) (KSS_H2008-32)
- describe American culture by explaining diverse community and family celebrations and customs related to Thanksgiving Day (GPS) (KSS_H2008-33)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as pilgrims) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_H2008-34)

I - Observing Martin Luther King Jr. Day
- identify the purpose of Martin Luther King Jr. Day and describe the people or events celebrated (GPS, ITBS) (KSS_I2008-35)
- use words and phrases related to chronology and time to explain how things change in relation to Martin Luther King Jr. Day (GPS, ITBS) (KSS_I2008-36)
- describe American culture by explaining diverse community and family celebrations and customs related to Martin Luther King Jr. Day (GPS, CE) (KSS_I2008-37)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as Martin Luther King Jr.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_I2008-38)

J - Observing Presidents Day
- identify the purpose of Presidents Day and describe the people or events celebrated (GPS) (KSS_J2008-39)
- identify important American symbols and explain their meaning (GPS) (KSS_J2008-40)
- use words and phrases related to chronology and time to explain how things change in relation to Presidents Day (GPS, CE) (KSS_J2008-41)
- describe American culture by explaining diverse community and family celebrations and customs related to Presidents Day (GPS) (KSS_J2008-42)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as George Washington, Abraham Lincoln, and the current president) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. (GPS) (KSS_J2008-43)
K - Observing Memorial Day

• identify the purpose of Memorial Day and describe the people or events celebrated (GPS) (KSS_K2008-44)
• use words and phrases related to chronology and time to explain how things change in relation to Memorial Day (GPS) (KSS_K2008-45)
• describe American culture by explaining diverse community and family celebrations and customs related to Memorial Day (GPS) (KSS_K2008-46)

K - Observing Memorial Day (continued)

• retell stories that will illustrate positive character traits and explain how people in the stories (such as deceased veterans) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_K2008-47)

L - Personal Finance

• explain that people must make choices because they cannot have everything they want (GPS) (KSS_L2008-48)
A - Map and Globe Skills
- use cardinal directions (GPS) (1SS_A2008-1)
- use intermediate directions (GPS) (1SS_A2008-2)

B - Information Processing Skills
- compare similarities and differences (GPS) (1SS_B2008-3)
- organize items chronologically (GPS) (1SS_B2008-4)
- identify issues and/or problems and alternative solutions (GPS) (1SS_B2008-5)
- distinguish between fact and opinion (GPS) (1SS_B2008-6)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (1SS_B2008-7)
- identify and use primary and secondary sources (GPS) (1SS_B2008-8)
- interpret timelines (GPS) (1SS_B2008-9)

C - Our Earth and Our Country
- identify and locate his/her city, county, state, nation, and continent on a simple map or globe (GPS) (1SS_C2008-10)
- locate major topographical features of the earth’s surface (GPS) (1SS_C2008-11)
- explain the meaning of the patriotic words to “America” (“My Country, ’Tis of Thee”) and “America the Beautiful” (GPS) (1SS_C2008-12)

D - Life and Times of Historical Figures - Benjamin Franklin
- read about and describe the life of Benjamin Franklin (GPS) (1SS_D2008-13)
- analyze the cultural and geographic systems associated with Benjamin Franklin (GPS) (1SS_D2008-14)
- describe how Benjamin Franklin displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_D2008-15)

E - Life and Times of Historical Figures - Thomas Jefferson
- read about and describe the life of Thomas Jefferson (GPS) (1SS_E2008-16)
- analyze the cultural and geographic systems associated with Thomas Jefferson (GPS) (1SS_E2008-17)
- describe how Thomas Jefferson displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_E2008-18)

F - Life and Times of Historical Figures - Meriwether Lewis, William Clark, and Sacagawea
- read about and describe the lives of Lewis, Clark, and Sacagawea (GPS) (1SS_F2008-19)
- analyze the cultural and geographic systems associated with Lewis, Clark, and Sacagawea as they explored the Louisiana Purchase (GPS) (1SS_F2008-20)
- describe how Lewis, Clark, and Sacagawea displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_F2008-21)

G - Life and Times of Historical Figures - Harriet Tubman
- read about and describe the life of Harriet Tubman (GPS) (1SS_G2008-22)
- analyze the cultural and geographic systems associated with Harriet Tubman (GPS) (1SS_G2008-23)
- describe how Harriet Tubman displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_G2008-24)
H - Life and Times of Historical Figures - Theodore Roosevelt
• read about and describe the life of Theodore Roosevelt (GPS) (1SS_H2008-25)
• analyze the cultural and geographic systems associated with Theodore Roosevelt (GPS) (1SS_H2008-26)
• describe how Theodore Roosevelt displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_H2008-27)

I - Life and Times of Historical Figures - George Washington Carver
• read about and describe the life of George Washington Carver (GPS) (1SS_I2008-28)
• analyze the cultural and geographic systems associated with George Washington Carver (GPS) (1SS_I2008-29)
• describe how George Washington Carver displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_I2008-30)

J - American Folktales
• read or listen to American folktales and explain how they characterize our national heritage (GPS) (1SS_J2008-31)
• describe how John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley displayed the positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_J2008-32)

K - Personal Finance
• identify goods that people make and services that people provide for each other (GPS) (1SS_K2008-33)
• explain that people have to make choices about goods and services because of scarcity (GPS) (1SS_K2008-34)
• analyze how people are both producers and consumers (GPS) (1SS_K2008-35)
• compare and contrast the costs and benefits of personal spending and saving choices (GPS) (1SS_K2008-36)
A - Map and Globe Skills
- use cardinal directions (GPS) (2SS_A2008-1)
- use intermediate directions (GPS) (2SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (2SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (2SS_A2008-4)
- use inch-to-inch map scale to determine distance on maps (GPS) (2SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (2SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (2SS_A2008-7)

B - Information Processing Skills
- compare similarities and differences (GPS) (2SS_B2008-8)
- organize items chronologically (GPS) (2SS_B2008-9)
- identify issues and/or problems and alternative solutions (GPS) (2SS_B2008-10)
- distinguish between fact and opinion (GPS) (2SS_B2008-11)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (2SS_B2008-12)
- identify and use primary and secondary sources (GPS) (2SS_B2008-13)
- interpret timelines (GPS) (2SS_B2008-14)
- identify social studies reference resources to use for a specific purpose (GPS) (2SS_B2008-15)
- construct charts and tables (GPS) (2SS_B2008-16)
- analyze artifacts (GPS) (2SS_B2008-17)

C - Before There Was A Georgia
- locate major topographical features of Georgia on a map (GPS) (2SS_C2008-18)
- analyze how the topographical features define Georgia’s surface (GPS) (2SS_C2008-19)

D - Georgia’s Beginnings
- read about and describe the lives of historical figures in Georgia history (GPS) (2SS_D2008-20)
- describe the cultural and geographic systems associated with James Oglethorpe, Tomochichi, and Mary Musgrove (GPS) (2SS_D2008-21)
- define the concept of government and the need for rules and laws as demonstrated by Oglethorpe, Tomochichi, and Musgrove (GPS) (2SS_D2008-22)
- compare and contrast how Oglethorpe, Tomochichi, and Musgrove demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_D2008-23)

E - Native Georgians
- read about and describe the lives of the Creek and Cherokee in Georgia history (GPS) (2SS_E2008-24)
- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments (GPS) (2SS_E2008-25)
- describe the cultural and geographic systems associated with Sequoyah and Georgia’s Creeks and Cherokees (GPS) (2SS_E2008-26)
- define the concept of government and the need for rules and laws as demonstrated by Georgia’s Creek and Cherokee cultures (GPS) (2SS_E2008-27)
F - Civil Rights Leaders
- read about and describe the lives of historical figures Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-28)
- describe the cultural and geographic systems associated with Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-29)
- define the concept of government and the need for rules and laws as demonstrated by Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-30)
- cite examples of how Martin Luther King Jr. and Jackie Robinson demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_F2008-31)

G - Government and Human Rights
- read about and describe the life of Jimmy Carter (GPS) (2SS_G2008-32)
- describe the cultural and geographic systems associated with Jimmy Carter (GPS) (2SS_G2008-33)
- define the concept of government and the need for rules and laws (GPS) (2SS_G2008-34)
- identify the roles of elected officials (GPS) (2SS_G2008-35)
- analyze how Jimmy Carter demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_G2008-36)
- demonstrate knowledge of the state and national capitol buildings by identifying them from pictures (Washington, D. C., and Atlanta) and by locating them on appropriate maps (GPS) (2SS_G2008-37)
- identify and name characteristics specific to Georgia (GPS) (2SS_G2008-38)
- model proper flag etiquette including handling, display, and disposal of the American flag (2SS_G2008-39)
- explain the significance of the stars, stripes, and colors of the American flag (2SS_G2008-40)

H - Personal Finance
- describe the costs and benefits of personal spending and saving choices (GPS) (2SS_H2008-41)
- explain that because of scarcity, people must make choices and incur opportunity costs (GPS) (2SS_H2008-42)
- identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; and personal characteristics) (GPS) (2SS_H2008-43)
- explain that people usually use money to obtain goods and services (GPS) (2SS_H2008-44)
- explain how money makes trade easier than barter (GPS) (2SS_H2008-45)
Social Studies

A - Map and Globe Skills
- use cardinal directions (GPS) (3SS_A2008-1)
- use intermediate directions (GPS) (3SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (3SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (3SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (3SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (3SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (3SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (3SS_A2008-8)
- use latitude and longitude to determine location (GPS) (3SS_A2008-9)

B - Information Processing Skills
- compare similarities and differences (GPS) (3SS_B2008-10)
- organize items chronologically (GPS) (3SS_B2008-11)
- identify issues and/or problems and alternative solutions (GPS) (3SS_B2008-12)
- distinguish between fact and opinion (GPS) (3SS_B2008-13)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (3SS_B2008-14)
- identify and use primary and secondary sources (GPS) (3SS_B2008-15)
- interpret timelines (GPS) (3SS_B2008-16)
- identify social studies reference resources to use for a specific purpose (GPS) (3SS_B2008-17)
- construct charts and tables (GPS) (3SS_B2008-18)
- analyze artifacts (GPS) (3SS_B2008-19)
- draw conclusions and make generalizations (GPS) (3SS_B2008-20)
- analyze graphs and diagrams (GPS) (3SS_B2008-21)
- translate dates into centuries, eras, or ages (GPS) (3SS_B2008-22)

C - Roots of Our Democracy
- explain the political roots of our modern democracy in the United States of America (GPS) (3SS_C2008-23)
- locate major topographical features on a map (GPS) (3SS_C2008-24)
- explain the importance of the basic principles that provide the foundation of a republican form of government (GPS) (3SS_C2008-25)

D - Our Economy/Personal Finance
- describe the four types of productive resources (GPS) (3SS_D2008-26)
- explain that government provides certain types of goods and services in a market economy and pays for these through taxes (GPS) (3SS_D2008-27)
- give examples of interdependence and trade and explain how voluntary exchange benefits both parties (GPS) (3SS_D2008-28)
- describe the costs and benefits of personal spending and saving choices (GPS) (3SS_D2008-29)

E - Life and Times of Historical Figures - Paul Revere
- discuss the life of Paul Revere and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_E2008-30)
- describe the cultural and geographic systems associated with Paul Revere (GPS) (3SS_E2008-31)
- describe how Paul Revere displayed positive character traits (GPS) (3SS_E2008-32)
F - Life and Times of Historical Figures - Frederick Douglass
• discuss the life of Frederick Douglass and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_F2008-33)
• describe the cultural and geographic systems associated with Frederick Douglass (GPS) (3SS_F2008-34)
• describe how Frederick Douglass displayed positive character traits (GPS) (3SS_F2008-35)

G - Life and Times of Historical Figures - Susan B. Anthony
• discuss the life of Susan B. Anthony and her efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_G2008-36)
• describe the cultural and geographic systems associated with Susan B. Anthony (GPS) (3SS_G2008-37)
• describe how Susan B. Anthony displayed positive character traits (GPS) (3SS_G2008-38)

H - Life and Times of Historical Figures - Mary McLeod Bethune
• discuss the life of Mary McLeod Bethune and her efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_H2008-39)
• describe the cultural and geographic systems associated with Mary McLeod Bethune (GPS) (3SS_H2008-40)
• describe how Mary McLeod Bethune displayed positive character traits (GPS) (3SS_H2008-41)

I - Life and Times of Historical Figures - Franklin Roosevelt
• discuss the life of Franklin Roosevelt and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_I2008-42)
• describe the cultural and geographic systems associated with Franklin Roosevelt (GPS) (3SS_I2008-43)
• describe how Franklin Roosevelt displayed positive character traits (GPS) (3SS_I2008-44)

J - Life and Times of Historical Figures - Eleanor Roosevelt
• discuss the life of Eleanor Roosevelt and her efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_J2008-45)
• describe the cultural and geographic systems associated with Eleanor Roosevelt (GPS) (3SS_J2008-46)
• describe how Eleanor Roosevelt displayed positive character traits (GPS) (3SS_J2008-47)

K - Life and Times of Historical Figures - Thurgood Marshall
• discuss the life of Thurgood Marshall and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_K2008-48)
• describe the cultural and geographic systems associated with Thurgood Marshall (GPS) (3SS_K2008-49)
• describe how Thurgood Marshall displayed positive character traits (GPS) (3SS_K2008-50)

L - Life and Times of Historical Figures - Lyndon B. Johnson
• discuss the life of Lyndon B. Johnson and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_L2008-51)
• describe the cultural and geographic systems associated with Lyndon B. Johnson (GPS) (3SS_L2008-52)
• describe how Lyndon B. Johnson displayed positive character traits (GPS) (3SS_L2008-53)

M - Life and Times of Historical Figures - Cesar Chavez
• discuss the life of Cesar Chavez and his efforts to expand people’s rights and freedoms in a democracy (GPS) (3SS_M2008-54)
• describe the cultural and geographic systems associated with Cesar Chavez (GPS) (3SS_M2008-55)
• describe how Cesar Chavez displayed positive character traits (GPS) (3SS_M2008-56)

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A - Map and Globe Skills
• use cardinal directions (GPS) (4SS_A2008-1)
• use intermediate directions (GPS) (4SS_A2008-2)
• use a letter/number grid system to determine location (GPS) (4SS_A2008-3)
• compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (4SS_A2008-4)
• use inch-to-inch map scale to determine distance on a map (GPS) (4SS_A2008-5)
• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (4SS_A2008-6)
• use a map to explain impact of geography on historical and current events (GPS) (4SS_A2008-7)
• draw conclusions and make generalizations based on information from maps (GPS) (4SS_A2008-8)
• use latitude and longitude to determine location (GPS) (4SS_A2008-9)
• use graphic scales to determine distances on a map (GPS) (4SS_A2008-10)
• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (4SS_A2008-11)
• compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (4SS_A2008-12)

B - Information Processing Skills
• compare similarities and differences (GPS) (4SS_B2008-13)
• organize items chronologically (GPS) (4SS_B2008-14)

B - Information Processing Skills (continued)
• identify issues and/or problems and alternative solutions (GPS) (4SS_B2008-15)
• distinguish between fact and opinion (GPS) (4SS_B2008-16)
• identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (4SS_B2008-17)
• identify and use primary and secondary sources (GPS) (4SS_B2008-18)
• interpret timelines (GPS) (4SS_B2008-19)
• identify social studies reference resources to use for a specific purpose (GPS) (4SS_B2008-20)
• construct charts and tables (GPS) (4SS_B2008-21)
• analyze artifacts (GPS) (4SS_B2008-22)
• draw conclusions and make generalizations (GPS) (4SS_B2008-23)
• analyze graphs and diagrams (GPS) (4SS_B2008-24)
• translate dates into centuries, eras, or ages (GPS) (4SS_B2008-25)
• formulate appropriate research questions (GPS) (4SS_B2008-26)
• determine adequacy and/or relevancy of information (GPS) (4SS_B2008-27)
• check for consistency of information (GPS) (4SS_B2008-28)
• interpret political cartoons (GPS) (4SS_B2008-29)

C - Native American Cultures
• describe how early Native American cultures developed in North America (GPS) (4SS_C2008-30)
• locate important physical and man-made features in the United States (GPS) (4SS_C2008-31)
4th Grade Social Studies

D - European Exploration in North America
• describe European exploration in North America (GPS) (4SS_D2008-32)
• compare and contrast examples of cooperation and conflict between Europeans and Native Americans (GPS) (4SS_D2008-33)
• name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_D2008-34)
• use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_D2008-35)

E - Colonial America
• explain the factors that shaped British Colonial America (GPS) (4SS_E2008-36)
• describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans (GPS) (4SS_E2008-37)
• name positive traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_E2008-38)
• use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_E2008-39)

F - The American Revolution
• trace the events that shaped the revolutionary movement in America (GPS) (4SS_F2008-40)
• explain the development of the Declaration of Independence (GPS) (4SS_F2008-41)
• describe the major events of the Revolution and explain the factors leading to American victory and British defeat (GPS) (4SS_F2008-42)
• describe key individuals in the American Revolution (GPS) (4SS_F2008-43)
• describe how physical systems affect human systems in regard to the American Revolution (GPS) (4SS_F2008-44)
• name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the American Revolution (GPS) (4SS_F2008-45)
• use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the American Revolution (GPS) (4SS_F2008-46)

G - The New Nation
• analyze the challenges faced by the new nation (GPS) (4SS_G2008-47)
• differentiate natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) (GPS) (4SS_G2008-48)
• compare and contrast “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty (GPS) (4SS_G2008-49)
• explain the federal system of government in the U.S. (GPS) (4SS_G2008-50)
• discuss the importance of freedom of expression as guaranteed by the First Amendment to the U.S. Constitution (GPS) (4SS_G2008-51)
• describe the functions of the government (GPS) (4SS_G2008-52)
• explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic (GPS) (4SS_G2008-53)
• describe how physical systems affect human systems in regard to development of a new nation (GPS) (4SS_G2008-54)
• use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the development of a new nation (GPS) (4SS_G2008-55)
H - Westward Expansion
- explain westward expansion of America between 1801 and 1861 (GPS) (4SS_H2008-56)
- describe the economic conditions and the effect on growth and expansion (GPS) (4SS_H2008-57)
- locate important physical and man-made features in the United States (GPS) (4SS_H2008-58)
- describe how physical systems affect human systems in regard to westward expansion (GPS) (4SS_H2008-59)

I - Reform Movements
- examine the main ideas of the abolitionist and suffrage movements (GPS) (4SS_I2008-60)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the reform movements (GPS) (4SS_I2008-61)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the reform movements (GPS) (4SS_I2008-62)

J - Personal Finance
- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (4SS_J2008-63)
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• use cardinal directions (GPS) (5SS_A2008-1)
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• use inch-to-inch map scale to determine distance on a map (GPS) (5SS_A2008-5)
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• draw conclusions and make generalizations based on information from maps (GPS) (5SS_A2008-8)
• use latitude and longitude to determine location (GPS) (5SS_A2008-9)
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• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (5SS_A2008-11)
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B - Information Processing Skills
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C - The Civil War
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• explain how a citizen’s rights are protected under the U.S. Constitution and are related to the Civil War (GPS) (5SS_C2008-33)
5th Grade Social Studies

D - Reconstruction
- analyze the effects of Reconstruction on American life (GPS) (5SS_D2008-34)
- locate important places in the United States associated with Reconstruction (GPS) (5SS_D2008-35)
- explain how a citizen’s rights are protected under the U.S. Constitution and are related to Reconstruction (GPS) (5SS_D2008-36)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_D2008-37)
- analyze the ways in which the influx of entrepreneurial northern businessmen affected Reconstruction (GPS) (5SS_D2008-38)

E - Turn of the Century
- describe how life changed in America at the turn of the century (GPS) (5SS_E2008-39)
- locate important places in the United States associated with the turn of the century (GPS) (5SS_E2008-40)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS_E2008-41)
- explain how a citizen’s rights are protected under the U.S. Constitution and are related to turn of the century America (GPS) (5SS_E2008-42)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_E2008-43)
- explain how amendments to the U.S. Constitution have maintained a representative democracy (GPS) (5SS_E2008-44)
- explain the meaning of “e pluribus unum” and the reason it is the motto of the United States (GPS) (5SS_E2008-45)

F - World War I
- describe U.S. involvement in World War I and post-World War I America (GPS) (5SS_F2008-46)
- explain the role the United States played in World War I and how these experiences affected political, economic, military, and lifestyle changes (5SS_F2008-47)

F - World War I (continued)
- define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century (GPS) (5SS_F2008-48)
- map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power (GPS) (5SS_F2008-49)

G - The Great Depression
- explain how the Great Depression and New Deal affected the lives of millions of Americans (GPS) (5SS_G2008-50)

H - World War II
- cite reasons for the American entry into World War II in Europe and the Pacific (GPS) (5SS_H2008-51)
- locate important places associated with World War II including Pearl Harbor, the countries involved, and the major battles (GPS) (5SS_H2008-52)

I - The Cold War
- discuss the origins and consequences of the Cold War (GPS) (5SS_I2008-53)
- describe the importance of key people, events, and developments between 1950 and 1975 (GPS) (5SS_I2008-54)

J - America Since 1975
- trace important developments in America since 1975 (GPS) (5SS_J2008-55)
K - Economics and Personal Finance

- analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (5SS_K2008-56)
- describe the functions of the four major institutions in the U.S. economy in each era of United States history (GPS) (5SS_K2008-57)
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- interpret political cartoons (GPS) (6SS_B2009-29)
- explain personal money management choices in terms of income, spending, credit, saving, and investing (GPS) (6SS_B2009-30)

C - Latin America and the Caribbean
- locate selected features of Latin America and the Caribbean (GPS) (6SS_C2009-31)
- discuss environmental issues in Latin America (GPS) (6SS_C2009-32)
- analyze the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean (GPS) (6SS_C2009-33)
- examine the cultural characteristics of people who live in Latin America and the Caribbean (GPS) (6SS_C2009-34)
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- compare and contrast various forms of government (GPS) (6SS_C2009-35)
- explain the structures of national governments in Latin America and the Caribbean (GPS) (6SS_C2009-36)
- analyze different economic systems (GPS) (6SS_C2009-37)
- cite examples of how voluntary trade benefits buyers and sellers in Latin America, the Caribbean, and Canada (GPS) (6SS_C2009-38)
- analyze factors that influence economic growth and examine their presence or absence in Latin America (GPS) (6SS_C2009-39)
- explain the impact of European contact on Latin America (GPS) (6SS_C2009-40)
- explain the development of Latin America and the Caribbean from European colonies to independent nations (GPS) (6SS_C2009-41)
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D - Canada

- locate selected features of Canada (GPS) (6SS_D2009-43)
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- discuss environmental issues in Canada (GPS) (6SS_D2009-45)
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- analyze important contemporary issues in Canada (GPS) (6SS_D2009-48)

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- explain the structure of modern European governments (GPS) (6SS_E2009-53)
- compare the basic types of economic systems found in the United Kingdom, Germany, and Russia (GPS) (6SS_E2009-54)
- analyze the benefits of and barriers to voluntary trade in Europe (GPS) (6SS_E2009-55)
- examine factors that influence economic growth and examine their presence or absence in Europe (GPS) (6SS_E2009-56)
- analyze the impact of European exploration and colonization on various world regions (GPS) (6SS_E2009-57)
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F - Australia

- locate selected features of Australia (GPS) (6SS_F2009-59)
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- examine the cultural characteristics of people who live in Australia (GPS) (6SS_F2009-61)
- explain the structure of the national government of Australia (GPS) (6SS_F2009-62)
- describe the economic system used in Australia (GPS) (6SS_F2009-63)
- examine how voluntary trade benefits buyers and sellers in Australia (GPS) (6SS_F2009-64)
- analyze factors that influence economic growth and examine their presence or absence in Australia (GPS) (6SS_F2009-65)
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B - Information Processing Skills (continued)
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C - Geographic Understanding
- describe Georgia with regard to physical features and location (GPS) (8SS_C2007-30)
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• describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights (GPS) (8SS_D2007-35)

E - Georgia’s Growth and Expansion
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G - New South
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H - World War II
• describe the impact of World War II on Georgia’s development economically, socially, and politically (GPS) (8SS_H2007-40)

I - Post World War II
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K - Modern Georgia
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• use latitude and longitude to determine location (GPS) (SSWG_A2007-9)
• use graphic scales to determine distances on a map (GPS) (SSWG_A2007-10)
• 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 (GPS) (SSWG_A2007-11)
• compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (SSWG_A2007-12)

B - Information Processing Skills
• compare similarities and differences (GPS) (SSWG_B2007-13)
• organize items chronologically (GPS) (SSWG_B2007-14)
• identify issues and/or problems and alternative solutions (GPS) (SSWG_B2007-15)
• distinguish between fact and opinion (GPS) (SSWG_B2007-16)
• identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (SSWG_B2007-17)
• identify and use primary and secondary sources (GPS) (SSWG_B2007-18)
• interpret timelines (GPS) (SSWG_B2007-19)
• identify social studies reference resources to use for a specific purpose (GPS) (SSWG_B2007-20)
• construct charts and tables (GPS) (SSWG_B2007-21)
• analyze artifacts (GPS) (SSWG_B2007-22)
• draw conclusions and make generalizations (GPS) (SSWG_B2007-23)
• analyze graphs and diagrams (GPS) (SSWG_B2007-24)
• translate dates into centuries, eras, or ages (GPS) (SSWG_B2007-25)
• formulate appropriate research questions (GPS) (SSWG_B2007-26)
• determine adequacy and/or relevancy of information (GPS) (SSWG_B2007-27)
• check for consistency of information (GPS) (SSWG_B2007-28)
• interpret political cartoons (GPS) (SSWG_B2007-29)

C - Physical Geography
• explain the physical aspects of geography (GPS) (SSWG_C2007-30)

D - Cultural Geography
• explain the cultural aspects of geography (GPS) (SSWG_D2007-31)
E - Elements of Geography

- apply the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography (GPS) (SSWG_E2007-32)

F - Interaction of Physical and Human Systems

- describe the interaction of physical and human systems that have shaped contemporary North Africa, Southwest Asia, and Central Asia (GPS) (SSWG_F2007-33)
- describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa (GPS) (SSWG_F2007-34)
- describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia (GPS) (SSWG_F2007-35)
- describe the interaction of physical and human systems that have shaped contemporary Europe (GPS) (SSWG_F2007-36)
- describe the interaction of physical and human systems that have shaped contemporary Latin America (GPS) (SSWG_F2007-37)
- describe the interaction of physical and human systems that have shaped contemporary Canada and the United States (GPS) (SSWG_F2007-38)
- describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica (GPS) (SSWG_F2007-39)

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WORLD HISTORY

A - Map and Globe Skills

- use cardinal directions (GPS) (SSWH_A2007-1)
- use intermediate directions (GPS) (SSWH_A2007-2)
- use a letter/number grid system to determine location (GPS) (SSWH_A2007-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (SSWH_A2007-4)
- use customary and metric map scales to determine distance on a map (GPS) (SSWH_A2007-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (SSWH_A2007-6)
- use a map to explain the impact of geography on historical and current events (GPS) (SSWH_A2007-7)
- draw conclusions and make generalizations based on information from maps (GPS) (SSWH_A2007-8)
- use latitude and longitude to determine location (GPS) (SSWH_A2007-9)
- use graphic scales to determine distances on a map (GPS) (SSWH_A2007-10)
- 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 (GPS) (SSWH_A2007-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (SSWH_A2007-12)

B - Information Processing Skills

- compare similarities and differences (GPS) (SSWH_B2007-13)
- organize items chronologically (GPS) (SSWH_B2007-14)
- identify issues and/or problems and alternative solutions (GPS) (SSWH_B2007-15)
B - Information Processing Skills (continued)
• distinguish between fact and opinion (GPS) (SSWH_B2007-16)
• identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (SSWH_B2007-17)
• identify and use primary and secondary sources (GPS) (SSWH_B2007-18)
• interpret timelines (GPS) (SSWH_B2007-19)
• identify social studies reference resources to use for a specific purpose (GPS) (SSWH_B2007-20)
• construct charts and tables (GPS) (SSWH_B2007-21)
• analyze artifacts (GPS) (SSWH_B2007-22)
• draw conclusions and make generalizations (GPS) (SSWH_B2007-23)
• analyze graphs and diagrams (GPS) (SSWH_B2007-24)
• translate dates into centuries, eras, or ages (GPS) (SSWH_B2007-25)
• formulate appropriate research questions (GPS) (SSWH_B2007-26)
• determine adequacy and/or relevancy of information (GPS) (SSWH_B2007-27)
• check for consistency of information (GPS) (SSWH_B2007-28)
• interpret political cartoons (GPS) (SSWH_B2007-29)

C - Ancient Civilizations
• analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 8000 BCE to 500 BCE (GPS) (SSWH_C2007-30)
• identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE (GPS) (SSWH_C2007-31)
• examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE (GPS) (SSWH_C2007-32)

D - Byzantine Empire, Asian Dynasties, and African Kingdoms
• analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE (GPS) (SSWH_D2007-33)
• trace the origins and expansion of the Islamic World between 600 CE and 1300 CE (GPS) (SSWH_D2007-34)
• describe the diverse characteristics of early African societies before 1800 (GPS) (SSWH_D2007-35)
• demonstrate an understanding of the development of societies in Central and South America (GPS) (SSWH_D2007-36)

E - Middle Ages, Renaissance, and Reformation
• analyze European medieval society with regard to culture, politics, society, and economics (GPS) (SSWH_E2007-37)
• analyze the change and continuity in the Renaissance and Reformation (GPS) (SSWH_E2007-38)

F - Discovery and Expansion
• analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia (GPS) (SSWH_F2007-39)
• investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE (GPS) (SSWH_F2007-40)
• examine the origins and contributions of the Ottoman, Safavid, and Mughal empires (GPS) (SSWH_F2007-41)

G - Elizabethan England, Revolutions, and Rebellions
• examine the intellectual, political, social, and economic factors which changed the world view of Europeans (GPS) (SSWH_G2007-42)
• analyze the Age of Revolutions and Rebellions (GPS) (SSWH_G2007-43)
H - Nationalism, Imperialism, and World War I
• describe the impact of industrialization, the rise of nationalism, and the major characteristics of world-wide imperialism (GPS) (SSWH_H2007-44)
• explain long term causes of World War I and its global impact (GPS) (SSWH_H2007-45)

I - World War II
• identify the major political and economic factors that shaped world societies between World War I and World War II (GPS) (SSWH_I2007-46)
• identify the global political, economic, and social impact of World War II (GPS) (SSWH_I2007-47)

J - The 20th Century World
• analyze the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989 (GPS) (SSWH_J2007-48)
• examine change and continuity in the world since the 1960s (GPS) (SSWH_J2007-49)
• analyze globalization in the contemporary world (GPS) (SSWH_J2007-50)

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U.S. HISTORY

A - Map and Globe Skills
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• use intermediate directions (GPS) (SSUH_A2007-2)
• use a letter/number grid system to determine location (GPS) (SSUH_A2007-3)
• compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (SSUH_A2007-4)
• use customary and metric map scales to determine distance on a map (GPS) (SSUH_A2007-5)
• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (SSUH_A2007-6)
• use a map to explain the impact of geography on historical and current events (GPS) (SSUH_A2007-7)
• draw conclusions and make generalizations based on information from maps (GPS) (SSUH_A2007-8)
• use latitude and longitude to determine location (GPS) (SSUH_A2007-9)
• use graphic scales to determine distances on a map (GPS) (SSUH_A2007-10)
• 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 (GPS) (SSUH_A2007-11)
• compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (SSUH_A2007-12)

B - Information Processing Skills
• compare similarities and differences (GPS) (SSUH_B2007-13)
• organize items chronologically (GPS) (SSUH_B2007-14)
• identify issues and/or problems and alternative solutions (GPS) (SSUH_B2007-15)
• distinguish between fact and opinion (GPS) (SSUH_B2007-16)
• identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (SSUH_B2007-17)
• identify and use primary and secondary sources (GPS) (SSUH_B2007-18)
B - Information Processing Skills (continued)
- interpret timelines (GPS) (SSUH_B2007-19)
- identify social studies reference resources to use for a specific purpose (GPS) (SSUH_B2007-20)
- construct charts and tables (GPS) (SSUH_B2007-21)
- analyze artifacts (GPS) (SSUH_B2007-22)
- draw conclusions and make generalizations (GPS) (SSUH_B2007-23)
- analyze graphs and diagrams (GPS) (SSUH_B2007-24)
- translate dates into centuries, eras, or ages (GPS) (SSUH_B2007-25)
- formulate appropriate research questions (GPS) (SSUH_B2007-26)
- determine adequacy and/or relevancy of information (GPS) (SSUH_B2007-27)
- check for consistency of information (GPS) (SSUH_B2007-28)
- interpret political cartoons (GPS) (SSUH_B2007-29)

C - Settlement and Colonization
- examine 17th century life in the early Spanish, French, Dutch, and English colonies, and why these colonies were founded (GPS) (SSUH_C2007-30)
- trace the ways that the economy and society of British North America developed (GPS) (SSUH_C2007-31)

D - Revolution and the Formation of a New Nation
- explain the primary causes of the American Revolution (GPS) (SSUH_D2007-32)
- identify the ideological, military, and diplomatic aspects of the American Revolution (GPS) (SSUH_D2007-33)
- analyze the development of American Constitutional government, explaining its relationship to the Enlightenment, and describe how the early national leaders implemented the new government (GPS) (SSUH_D2007-34)

D - Revolution and the Formation of a New Nation (continued)
- analyze the impact of territorial expansion and population growth and its impact in the early decades of the new nation (GPS) (SSUH_D2007-35)
- explain the process of economic growth in the first half of the 19th century, its regional and national impact, and the different responses to it (GPS) (SSUH_D2007-36)

E - Growth, Change, Crisis, Compromise, and Conflict
- explain the relationship between westward expansion and the rise of sectionalism (GPS) (SSUH_E2007-37)
- identify the key events, issues, and individuals relating to the causes, course and consequences of the Civil War (GPS) (SSUH_E2007-38)
- identify legal, political and social dimensions of Reconstruction (GPS) (SSUH_E2007-39)

F - Urbanization, Immigration, Industrialization, and Imperialism
- describe the growth of big business and technological innovations after Reconstruction (GPS) (SSUH_F2007-40)
- analyze important consequences of American industrial growth (GPS) (SSUH_F2007-41)
- identify major efforts to reform American society and politics in the Progressive Era (GPS) (SSUH_F2007-42)
- explain America’s evolving relationship with the world at the turn of the 20th century (GPS) (SSUH_F2007-43)

G - World War I
- analyze the origins and impact of U.S. involvement in World War I (GPS) (SSUH_G2007-44)
- identify key developments in the aftermath of World War I (GPS) (SSUH_G2007-45)
- analyze the causes and consequences of the Great Depression (GPS) (SSUH_G2007-46)
High School Social Studies

G - World War I (continued)
• describe Franklin Roosevelt’s New Deal as a response to the Depression and compare the ways governmental programs aided those in need (GPS) (SSUH_G2007-47)

H - World War II
• identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government (GPS) (SSUH_H2007-48)
• analyze the domestic and international impact of the Cold War on the United States (GPS) (SSUH_H2007-49)

I - 20th Century to Present
• explain economic growth and its impact on the United States from 1945 - 1970 (GPS) (SSUH_I2007-50)
• identify dimensions of the Civil Rights movement from 1945 - 1970 (GPS) (SSUH_I2007-51)
• describe and assess the impact of political developments from 1945 - 1970 (GPS) (SSUH_I2007-52)
• analyze the impact of social change movements and organizations of the 1960’s (GPS) (SSUH_I2007-53)
• describe changes in national politics since 1968 (GPS) (SSUH_I2007-54)

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ECONOMICS

A - Map and Globe Skills
• compare and contrast the categories of natural, cultural, and political features found on maps as it relates to trade (GPS) (SSEC_A2007-1)
• use map key/legend to acquire information from physical, political, resource, product, and economic maps (GPS) (SSEC_A2007-2)
• draw conclusions and make generalizations based on information from maps (GPS) (SSEC_A2007-3)
• compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (SSEC_A2007-4)

B - Information Processing Skills
• compare similarities and differences (GPS) (SSEC_B2007-5)
• identify issues and/or problems and alternative solutions (GPS) (SSEC_B2007-6)
• distinguish between fact and opinion (GPS) (SSEC_B2007-7)
• identify and use primary and secondary sources (GPS) (SSEC_B2007-8)
• identify social studies reference resources to use for a specific purpose (GPS) (SSEC_B2007-9)
• construct charts and tables (GPS) (SSEC_B2007-10)
• draw conclusions and make generalizations (GPS) (SSEC_B2007-11)
• analyze graphs and diagrams (GPS) (SSEC_B2007-12)
• formulate appropriate research questions (GPS) (SSEC_B2007-13)
• determine adequacy and/or relevancy of information (GPS) (SSEC_B2007-14)
• check for consistency of information (GPS) (SSEC_B2007-15)
• interpret political cartoons (GPS) (SSEC_B2007-16)
C - Fundamental Concepts
- explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses and governments (GPS) (SSEC_C2007-17)
- explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties (GPS) (SSEC_C2007-18)
- 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 (GPS) (SSEC_C2007-19)
- describe the roles of government in a market economy (GPS) (SSEC_C2007-20)
- 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 (GPS) (SSEC_C2007-21)

D - Microeconomic Concepts
- analyze how households and businesses are interdependent and interact through flows of goods, services, and money (GPS) (SSEC_D2007-22)
- explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production, distribution, and economic behavior in a market economy (GPS) (SSEC_D2007-23)
- explain the organization and role of business and analyze the four types of market structures in the U.S. economy (GPS) (SSEC_D2007-24)

E - Macroeconomic Concepts
- illustrate the means by which economic activity is measured (GPS) (SSEC_E2007-25)
- explain the role and functions of the Federal Reserve System (GPS) (SSEC_E2007-26)
- explain how the government uses fiscal policy to promote price stability, full employment, and economic growth (GPS) (SSEC_E2007-27)

F - International Economics
- explain why individuals, businesses, and governments trade goods and services (GPS) (SSEC_F2007-28)
- explain why countries sometimes erect trade barriers and sometimes advocate free trade (GPS) (SSEC_F2007-29)
- explain how changes in exchange rates can impact the purchasing power of individuals in the United States and other countries (GPS) (SSEC_F2007-30)

G - Personal Finance
- apply rational decision to the making of personal spending and savings choices (GPS) (SSEC_G2007-31)
- explain that banks and other financial institutions are businesses which channel funds from savers to investors (GPS) (SSEC_G2007-32)

G - Personal Finance (continued)
- explain how changes in monetary and fiscal policy can impact an individual’s spending and savings choices (GPS) (SSEC_G2007-33)
- evaluate the costs and benefits of using credit (GPS) (SSEC_G2007-34)
- describe how insurance and other risk-management strategies protect against financial loss (GPS) (SSEC_G2007-35)
- describe how the earnings of workers are determined in the marketplace (GPS) (SSEC_G2007-36)
POLITICAL SYSTEMS

A - Map and Globe Skills
• compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (SSPS_A2007-1)
• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (SSPS_A2007-2)
• draw conclusions and make generalizations based on information from maps (GPS) (SSPS_A2007-3)
• 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 (GPS) (SSPS_A2007-4)
• compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (SSPS_A2007-5)

B - Information Processing Skills
• compare similarities and differences (GPS) (SSPS_B2007-6)
• organize items chronologically (GPS) (SSPS_B2007-7)
• identify issues and/or problems and alternative solutions (GPS) (SSPS_B2007-8)
• distinguish between fact and opinion (GPS) (SSPS_B2007-9)
• identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (SSPS_B2007-10)
• identify and use primary and secondary sources (GPS) (SSPS_B2007-11)
• interpret timelines (GPS) (SSPS_B2007-12)
• identify social studies reference resources to use for a specific purpose (GPS) (SSPS_B2007-13)
• construct charts and tables (GPS) (SSPS_B2007-14)
• analyze artifacts (GPS) (SSPS_B2007-15)
• draw conclusions and make generalizations (GPS) (SSPS_B2007-16)
• analyze graphs and diagrams (GPS) (SSPS_B2007-17)
• translate dates into centuries, eras, or ages (GPS) (SSPS_B2007-18)
• formulate appropriate research questions (GPS) (SSPS_B2007-19)
• determine adequacy and/or relevancy of information (GPS) (SSPS_B2007-20)
• check for consistency of information (GPS) (SSPS_B2007-21)
• interpret political cartoons (GPS) (SSPS_B2007-22)

C - Foundations and Principles of American Government
• analyze and make connections among the general purposes, historical theories, and the types and systems of government (GPS) (SSPS_C2007-23)
• describe significant connections between key events in English and colonial history and the growth of American representative democracy culminating in the Declaration of Independence, the Articles of Confederation, and the Constitutional Convention (GPS) (SSPS_C2007-24)
• demonstrate knowledge of the fundamental principles of the Constitution, the structure of the document, and the federal system of government it established (GPS) (SSPS_C2007-25)

D - Political Participation
• investigate how the development of American political parties, special interest groups and the media affect public opinion and political involvement in local, state, and national elections (GPS) (SSPS_D2007-26)
E - Three Branches of Government
- explain the organization, function, and powers of the legislative branch (GPS) (SSPS_E2007-27)
- explain the organization, function, and powers of the executive branch (GPS) (SSPS_E2007-28)
- explain the organization, function, and powers of the judicial branch (GPS) (SSPS_E2007-29)

F - Civil Rights, Civil Liberties, and Citizenship
- analyze civil liberties and equal protection in the United States (GPS) (SSPS_F2007-30)
- relate the means of becoming an American citizen and the need to learn and understand the rights and responsibilities of citizenship as given by the local, state, and national government, thus being able to participate fully as a citizen of the United States (GPS) (SSPS_F2007-31)

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