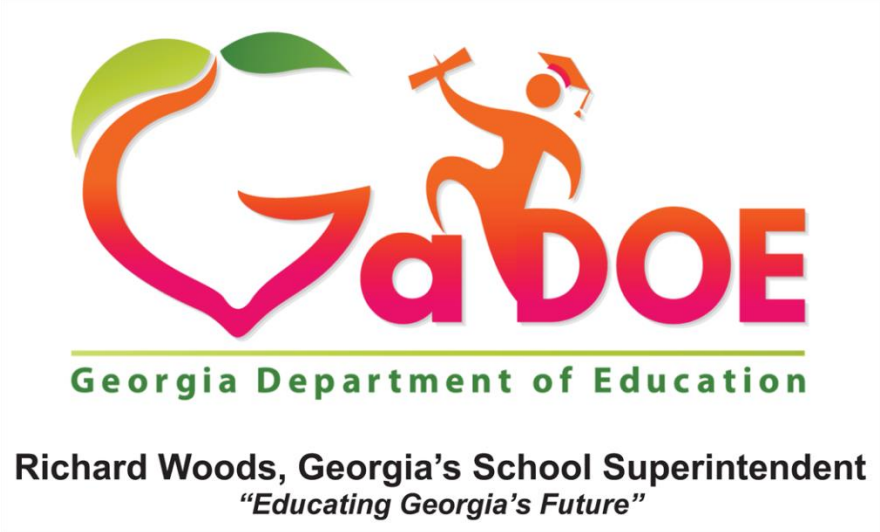


CROSSWALK

SOCIAL STUDIES

Georgia Performance Standards (GPS)

to

Georgia Standards of Excellence (GSE)

Kindergarten – Grade 12

DRAFT

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Kindergarten	
Current GPS	**Proposed GSE**
SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated. a. Labor Day b. Columbus Day (Christopher Columbus) c. Veterans Day d. Thanksgiving Day e. Martin Luther King, Jr. Day f. Presidents Day (George Washington, Abraham Lincoln, and the current President) g. Memorial Day h. Flag Day i. Independence Day	**SSKH1 Identify the national holidays and describe the people and/or events celebrated.** a. Christmas b. Columbus Day c. Independence Day d. Labor Day e. Martin Luther King, Jr. Day f. Memorial Day g. New Year's Day h. President's Day (George Washington, Abraham Lincoln, and the current president) i. Thanksgiving Day j. Veterans Day
SSKH2 The student will identify important American symbols and explain their meaning. a. The national and state flags (United States and Georgia flags) b. The bald eagle c. The Statue of Liberty d. Lincoln Memorial e. Washington Monument f. White House g. Pledge of Allegiance h. Star Spangled Banner	**SSKH2 Identify the following American symbols:** a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents' Day) g. Washington Monument (identify image and associate with George Washington and President's Day) h. White House (identify image and associate with Presidents' Day and the current president)

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Kindergarten	
Current GPS	**Proposed GSE**
SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change. a. Now, long ago b. Before, after c. Morning, afternoon, night d. Today, tomorrow, yesterday e. First, last, next f. Day, week, month, year g. Past, present, future	**SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)** a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future
SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.	**SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.**
SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth. a. Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.	**SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth.** a. Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.
SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.	**SSKG3 State the street address, city, state, and country in which the student lives.**
SSKCG1 The student will demonstrate an understanding of good citizenship. a. Explain how rules are made and why. b. Explain why rules should be followed.	**SSKCG1 Demonstrate an understanding of good citizenship.** a. Explain how rules are made and why. b. Explain why rules should be followed.

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Kindergarten	
Current GPS	**Proposed GSE**
SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.	**SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.**
SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).	**SSKE1 Describe the work that people do such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.**
SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.	**SSKE2 Explain that people earn income by working.**
SSKE3 The student will explain how money is used to purchase goods and services. a. Distinguish goods from services. b. Identify various forms of U.S. money (coins, currency).	**SSKE3 Explain how money is used to purchase goods and services.** a. Distinguish goods from services. b. Identify that U.S. coins and dollar bills (paper money) are used as currency.
SSKE4 The student will explain that people must make choices because they cannot have everything they want.	**SSKE4 Explain that people must make choices because they cannot have everything they want.**

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First Grade	
Current GPS	**Proposed GSE**
SS1H1 The student will read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).	**SS1H1 Read about and describe the life of historical figures in American history.** a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).
SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.	**Deleted**
SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.	**SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.** a. American colonies (Benjamin Franklin and Thomas Jefferson) b. American frontier (Lewis & Clark and Sacagawea) c. National Parks (Theodore Roosevelt) d. Southern U.S. (George Washington Carver and Ruby Bridges)

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First Grade	
Current GPS	**Proposed GSE**
SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.	**SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.**
SS1G3 The student will locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian. c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).	**SS1G3 Locate major topographical features of the earth's surface.** a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean. c. Identify and describe landforms (mountains, deserts, valleys, and coasts).
SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.	**SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.**
SS1CG2 The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.	**SS1CG2 Explore the concept of patriotism through the words in the songs *America (My Country 'Tis of Thee*) and *America the Beautiful* (for example: brotherhood, liberty, freedom, pride, etc.).**
SS1E1 The student will identify goods that people make and services that people provide for each other.	**SS1E1 Identify goods that people make and services that people provide for each other.**
SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.	**SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.**
SS1E3 The student will describe how people are both producers and consumers.	**SS1E3 Describe how people are both producers and consumers.**

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First Grade	
Current GPS	**Proposed GSE**
SS1E4 The student will describe the costs and benefits of personal spending and saving choices.	**SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.**

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Second Grade	
Current GPS	**Proposed GSE**
SS2H1 The student will read about and describe the lives of historical figures in Georgia history. a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).	**SS2H1 Describe the lives and contributions of historical figures in Georgia history.** a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia). b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human rights)
SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources. b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.	**SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.** a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

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Second Grade	
Current GPS	**Proposed GSE**
SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface. a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau. b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.	**SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.** a. Locate and compare the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.
SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees. a. Identify specific locations significant to the life and times of each historic figure on a political map. b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure. c. Describe how each historic figure adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historic figures and their ideas across time. e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.	**SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee.** a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
SS2CG1 The student will define the concept of government and the need for rules and laws.	**SS2CG1 Define the concept of government and the need for rules and laws.**

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Second Grade	
Current GPS	**Proposed GSE**
SS2CG2 The student will identify the roles of the following elected officials: a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city)	**SS2CG2 Identify the following elected officials of the executive branch and where they work:** a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall
SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	**SS2CG3 Give examples of how the historical figures in SSH2H1a demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.**
SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.	**Deleted**
SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.	**SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.**
SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).	**SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come, first-served, and personal characteristics).**
SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.	**SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.**

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Second Grade	
Current GPS	**Proposed GSE**
SS2E4 The student will describe the costs and benefits of personal spending and saving choices.	**SS2E4 Describe the costs and benefits of personal saving and spending choices.**

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Third Grade	
Current GPS	**Proposed GSE**
SS3H1 The student will explain the political roots of our modern democracy in the United States of America. a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present. b. Explain the ancient Athenians' idea that a community should choose its own leaders. c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.	**Deleted**
SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights). b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.	**Content incorporated chronologically throughout grades 3-5**

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Third Grade	
Current GPS	**Proposed GSE**
Moved from 4th Grade	**SS3H1 Describe early American Indian cultures and their development in North America.** a. Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).
Moved from 4th Grade	**SS3H2 Describe European exploration in North America.** a. Describe the reasons for and obstacles to the exploration of North America. b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France). **c.** Describe examples of cooperation and conflict between European explorers and American Indians.

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Third Grade	
Current GPS	**Proposed GSE**
Moved from 4th Grade	**SS3H3 Explain the factors that shaped British Colonial America.** a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.
SS3G1 The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson b. Identify major mountain ranges of the United States of America: Appalachian, Rocky. c. Locate the equator, prime meridian, and lines of latitude and longitude on a globe. d. Locate Greece on a world map.	**SS3G1 Locate major topographical features on a physical map of the United States.** a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence. b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.
Split from SS3G1	**SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.**

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Third Grade	
Current GPS	**Proposed GSE**
SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a. a. Identify on a political map specific locations significant to the life and times of these historic figures. b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures. c. Describe how each of these historic figures adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historic figures and their ideas across time. e. Describe how the regions in which these historic figures lived affected their lives and had an impact on their cultural identification.	**SS3G3 Describe how physical systems affect human systems.** a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not. b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.
SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. a. Explain why in the United States there is a separation of power between branches of government and levels of government. b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council). c. State an example of the responsibilities of each level and branch of government.	**SS3CG1 Describe the elements of representative democracy/republic in the United States.** a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

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Third Grade	
Current GPS	**Proposed GSE**
SS3CG2 The student will discuss the character of different historical figures in SS3H2a. a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership. b. Explain how the different historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression. c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.	**SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.** a. Explain the necessity of respecting the rights of others and promoting the common good. b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).
SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)	**SS3E1 Define and give examples of the four types of productive resources.** a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)
SS3E2 The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.	**SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.**

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Third Grade	
Current GPS	**Proposed GSE**
SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. a. Describe the interdependence of consumers and producers of goods and services. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some things are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money.	**SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.** a. Describe the interdependence of consumers and producers. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money.
SS3E4 The student will describe the costs and benefits of personal spending and saving choices.	**SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.**

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4H1 The student will describe how early Native American cultures developed in North America. a. Locate where Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole). b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.	**Moved to 3rd Grade**
SS4H2 The student will describe European exploration in North America. a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier. b. Describe examples of cooperation and conflict between Europeans and Native Americans.	**Moved to 3rd Grade**
SS4H3 The student will explain the factors that shaped British colonial America. a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.	**Moved to 3rd Grade**

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4H4 The student will explain the causes, events, and results of the American Revolution. a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party. b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.	**SS4H1 Explain the causes, events, and results of the American Revolution.** a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party. b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments. c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4H5 The student will analyze the challenges faced by the new nation. a. Identify the weaknesses of the government established by the Articles of Confederation. b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery. c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states. d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791. e. Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.	**SS4H2 Analyze the challenges faced by the framers of the Constitution.** a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin) b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).
SS4H6 The student will explain westward expansion of America between 1801 and 1861. a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. c. Describe the impact of westward expansion on Native Americans.	**SS4H3 Explain westward expansion in America.** a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of "The Star Spangled Banner." b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations. c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements. a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton. b. Explain the significance of Sojourner Truth to the abolitionist and suffrage movements.	**SS4H4 Examine the main ideas of the abolitionist and suffrage movements.** a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.
Moved from 5th Grade	**SS4H5 Explain the causes, major events, and consequences of the Civil War.** a. Identify *Uncle Tom's Cabin* and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War. b. Discuss how the issues of states' rights and slavery increased tensions between the North and South. c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman. e. Describe the effects of war on the North and South.

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Fourth Grade	
Current GPS	**Proposed GSE**
Moved from 5th Grade	**SS4H6 Analyze the effects of Reconstruction on American life.** a. Describe the purposes of the 13th, 14th, and 15th Amendments. b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau). c. Explain how slavery was replaced by sharecropping and how freed Blacks were prevented from exercising their newly won rights. d. Describe the effects of Jim Crow laws and practices.
SS4G1 The student will be able to locate important physical and man-made features in the United States. a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes. b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.	**SS4G1 Locate important physical and man-made features in the United States.** a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4G2 The student will describe how physical systems affect human systems. a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein. d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c). e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).	**SS4G2 Describe how physical systems affect human systems.** a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit. b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.
SS4CG1 The student will describe the meaning of a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness). b. "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty. **c.** The federal system of government in the U.S.	**SS4CG1 Describe the meaning of:** a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) b. "We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty c. The federal system of government in the U.S. (federal powers, state powers, and shared powers) d. Representative democracy/republic
SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.	**SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.**

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4CG3 The student will describe the functions of government. a. Explain the process for making and enforcing laws. b. Explain managing conflicts and protecting rights. c. Describe providing for the defense of the nation. d. Explain limiting the power of people in authority. e. Explain the fiscal responsibility of government.	**SS4CG3 Describe the structure of government and the Bill of Rights.** a. Describe how the three branches of government interact with each other (checks and balances and separation of powers) and how they relate to local, state, and federal government. b. Identify and explain the rights in the Bill of Rights; describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.
SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good. b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).	**Deleted**
SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).	**Deleted**

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Fourth Grade	
Current GPS	**Proposed GSE**
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America). b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce). c. Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies). d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America). e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).	**SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.** a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). b. Explain how price incentives affect people's behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow, and products (e.g., textiles) to produce. c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South). d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns). e. Describe how trade promotes economic activity (e.g., trade between the US and Europe). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).
SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.	**SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5H1 The student will explain the causes, major events, and consequences of the Civil War. a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War. b. Discuss how the issues of states' rights and slavery increased tensions between the North and South. c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson. e. Describe the effects of war on the North and South.	**Moved to 4th Grade**
SS5H2 The student will analyze the effects of Reconstruction on American life. a. Describe the purpose of the 13th, 14th, and 15th Amendments. b. Explain the work of the Freedmen's Bureau. c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.	**Moved to 4th Grade**

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5H3 The student will describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal. d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled. e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.	**SS5H1 Describe how life changed in America at the turn of the century.** a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal. d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5H4 The student will describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).	**SS5H2 Describe U.S. involvement in World War I and post-World War I America.** a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).
SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans. a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority. c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.	**SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.** a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority. c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5H6 The student will explain the reasons for America's involvement in World War II. a. Describe Germany's aggression in Europe and Japanese aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the U.S. role in the formation of the United Nations.	**SS5H4 Explain America's involvement in World War II.** a. Describe German aggression in Europe and Japanese aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.
SS5H7 The student will discuss the origins and consequences of the Cold War. a. Explain the origin and meaning of the term "Iron Curtain." b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev.	**SS5H5 Discuss the origins and consequences of the Cold War.** a. Explain the origin and meaning of the term "Iron Curtain." b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.	**SS5H6 Describe the importance of key people, events, and developments between 1950-1975.** a. Analyze the effects of Jim Crow laws and practices. b. Explain the key events and people of the Civil Rights movement: *Brown v. Board of Education* (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.
SS5H9 The student will trace important developments in America since 1975. a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001. b. Explain the impact the development of the personal computer and Internet has had on American life.	**SS5H7 Trace important developments in America from 1975 to 2001.** a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan. b. Describe the events of September 11, 2001, and analyze their impact on American life. c. Explain the impact of the personal computer and the Internet on American life.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5G1 The student will locate important places in the United States. a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert. b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.	**SS5G1 Locate important places in the United States.** a. Locate important man-made places: include the Chisholm Trail, Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.
SS5G2 The student will explain the reasons for the spatial patterns of economic activities. a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900. b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.	**SS5G2 Explain the reasons for the spatial patterns of economic activities.** a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century). b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).
SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen. b. Explain the freedoms granted and rights protected by the Bill of Rights. c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.	**SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.** a. Explain the responsibilities of a citizen. b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights to due process.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made. a. Explain the amendment process outlined in the Constitution. b. Describe the purpose for the amendment process.	**SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.** a. Explain the amendment process outlined in the Constitution. b. Describe the purpose for the amendment process.
SS5CG3 The student will explain how amendments to the U.S. Constitution have maintained a representative democracy. a. Explain the purpose of the 12th and 17th amendments. b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.	**SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.** a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII). b. Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices). c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century). d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs). e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries). f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).	**SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.** a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII). b. Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices). c. Describe how specialization can improve standard of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles). d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

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Fifth Grade	
Current GPS	**Proposed GSE**
SS5E2 The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain goods and services.	**SS5E2 Describe the functions of four major sectors in the U. S. economy.** a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain public goods and public services.
SS5E3 The student will describe how consumers and businesses interact in the U. S. economy. a. Describe how competition, markets, and prices influence people's behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.	**SS5E3 Describe how consumers and producers interact in the U. S. economy.** a. Describe how competition, markets, and prices influence consumers' behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.
SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.	**SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6G1 The student will locate selected features of Latin America and the Caribbean. a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.	**SS6G1 Locate selected features of Latin America.** a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. b. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.
SS6G2 The student will discuss environmental issues in Latin America. a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.	**SS6G2 Explain the impact of environmental issues in Latin America.** a. Explain the causes and effects of air pollution in Mexico City, Mexico. b. Explain the environmental issue of destruction of the rain forest in Brazil.
SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean. a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.	**SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.** a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. a. Describe the results of blending of ethnic groups in Latin America and the Caribbean. b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. c. Evaluate how the literacy rate affects the standard of living.	**Deleted**
SS6G5 The student will locate selected features of Canada. a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.	**SS6G4 Locate selected features of Canada.** a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains. b. Locate on a world and regional political-physical map Canada and the province of Quebec.
SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada. a. Describe how Canada's location, climate, and natural resources have affected where people live. b. Describe how Canada's location, climate, and natural resources impact trade.	**SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.** a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6G7 The student will discuss environmental issues in Canada. a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.	**SS6G6 Explain the impact of environmental issues in Canada.** a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes. b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).
SS6CG1 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS6CG1 Compare and contrast various forms of government.** a. Explain citizen participation in autocratic and democratic governments. [i.e., the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean. a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.	**SS6CG2 Explain citizen participation in the Canadian government.** a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6CG3 The student will explain the structure of the national government of Canada. a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.	**Integrated into SS6CG2**
SS6E1 The student will analyze different economic systems. a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.	**SS6E1 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.
SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain the functions of the North American Free Trade Agreement (NAFTA). d. Explain why international trade requires a system for exchanging currencies between nations.	**SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations. d. Explain the functions of the North American Free Trade Agreement (NAFTA).

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). c. Describe the role of natural resources in a country's economy. d. Describe the role of entrepreneurship.	**SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.
Split from SS6E1	**SS6E4 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Describe the economic system of Canada.
SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.	**Moved to SS6E13**

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Sixth Grade	
Current GPS	**Proposed GSE**
Split from SS6E2	**SS6E5 Give examples of how voluntary trade benefits buyers and sellers in Canada.** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations. d. Explain the functions of the North American Free Trade Agreement (NAFTA).
Split from SS6E3	**SS6E6 Describe factors that influence economic growth and examine their presence or absence in Canada.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6H1 The student will describe the impact of European contact on Latin America. a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa. b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.	**Deleted**
SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations. a. Describe the influence of African slavery on the development of the Americas. b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America. c. Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.	**Deleted**
SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean. a. Explain the impact of the Cuban Revolution. b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.	**SS6H1 Explain conflict and change in Latin America.** a. Describe the influence of African slavery on the development of the Americas. b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America. c. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States. d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6H4 The student will describe the impact of European contact on Canada. a. Describe the influence of the French and the English on the language and religion of Canada. b. Explain how Canada became an independent nation.	**Deleted**
SS6H5 The student will analyze important contemporary issues in Canada. a. Describe Quebec's independence movement.	**SS6H2 Describe Quebec's independence movement.**
SS6G8 The student will locate selected features of Europe. a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.	**SS6G7 Locate selected features of Europe.** a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, the Pyrenees, Ural Mountains, and Iberian Peninsula. b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.
SS6G9 The student will discuss environmental issues in Europe. a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.	**SS6G8 Explain environmental issues in Europe.** a. Explain the causes and effects of acid rain in Germany. b. Explain the causes and effects of air pollution in the United Kingdom. c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe. a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.	**SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.** a. Compare how the location, climate, and natural resources of Germany, the United Kingdom, and Russia impact trade and affect where people live.
SS6G11 The student will describe the cultural characteristics of Europe. a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. c. Explain how the literacy rate affects the standard of living in Europe.	**SS6G10 Describe selected cultural characteristics of Europe.** a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.
SS6CG4 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS6CG3 Compare and contrast various forms of government.** a. Explain citizen participation in autocratic and democratic governments, [i.e., role of citizens in choosing the leaders of United Kingdom (parliamentary democracy), Germany (presidential democracy), and Russia (presidential democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6CG5 The student will explain the structure of modern European governments. a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. b. Describe the purpose of the European Union and the relationship between member nations.	**Deleted**
SS6E5 The student will analyze different economic systems. a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command. c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.	**SS6E7 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe. a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos. b. Explain why international trade requires a system for exchanging currencies between nations.	**SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations. d. Describe the purpose of the European Union and the relationship between member nations.
SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). c. Describe the role of natural resources in a country's economy. d. Describe the role of entrepreneurship.	**SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6H6 The student will analyze the impact of European exploration and colonization on various world regions. a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator. b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas. c. Trace the colonization of Australia by the United Kingdom. d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.	**Deleted**
SS6H7 The student will explain conflict and change in Europe to the 21st century. a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism. b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers. c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.	**SS6H3 Explain conflict and change in Europe.** a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression. b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust. c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6G12 The student will be able to locate selected features of Australia. a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.	**SS6G11 Locate selected features of Australia.** a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.
SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia. a. Describe how Australia's location, climate, and natural resources have affected where people live. b. Describe how Australia's location, climate, and natural resources impact trade.	**SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.** a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live.
SS6G14 The student will describe the cultural characteristics of people who live in Australia. a. Explain the impact of English colonization on the language and religion of Australia. b. Evaluate how the literacy rate affects the standard of living.	**Deleted**
SS6CG6 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS6CG4 Explain forms of citizen participation in government.** a. Explain citizen participation in democratic governments [i.e., the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6CG7 The student will explain the structure of the national government of Australia. a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.	**Deleted**
SS6E8 The student will analyze different economic systems. a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command. c. Describe the economic system used in Australia.	**SS6E10 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Describe the economic system used in Australia.
SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia. a. Explain how specialization makes trade possible between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos. c. Explain why international trade requires a system for exchanging currency between nations.	**SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.** a. Explain how specialization makes trade possible between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currency between nations.

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP). c. Describe the role of natural resources in a country's economy. d. Describe the role of entrepreneurship.	**SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.
Moved from SS6E4	**SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.** a. Understand that income is received from work and is limited. b. Understand that a budget is a tool to plan the spending and saving of income. c. Understand the reasons and benefits of saving. d. Understand the uses and costs of credit.
SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans. a. Describe the origins and culture of the Aborigines.	**Deleted**

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Sixth Grade	
Current GPS	**Proposed GSE**
SS6H9 The student will explain the impact European exploration and colonization had on Australia. a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists. b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.	**SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.**

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7G1 The student will locate selected features of Africa. a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert. b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.	**SS7G1 Locate selected features of Africa.** a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert. b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.
SS7G2 The student will discuss environmental issues across the continent of Africa. a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.	**SS7G2 Explain environmental issues across the continent of Africa.** a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa.
SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa. a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.	**SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.** a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7G4 The student will describe the diverse cultures of the people who live in Africa. a. Explain the differences between an ethnic group and a religious group. b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups. c. Evaluate how the literacy rate affects the standard of living.	**SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.** a. Explain the differences between an ethnic group and a religious group. b. Describe the diversity of religions within African ethnic groups.
SS7CG1 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS7CG1 Compare and contrast different forms of citizen participation in government.** a. Explain the role of citizen participation in autocratic and democratic governments. b. Describe the two predominant forms of democratic governments: parliamentary and presidential. c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).
SS7CG2 The student will explain the structures of the modern governments of Africa. a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms. b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.	**Deleted**

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7CG3 The student will analyze how politics in Africa impacts standard of living. a. Compare how various factors, including gender, affect access to education in Kenya and Sudan. b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.	**SS7CG2 Analyze how government instability in Africa impacts standard of living.** a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.
SS7E1 The student will analyze different economic systems. a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in South Africa and Nigeria.	**SS7E1 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in South Africa, Nigeria and Kenya.
SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa. a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. b. Explain why international trade requires a system for exchanging currencies between nations.	**SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa. d. Describe the role of entrepreneurship.	**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Explain how the distribution of natural resources affects the economic development of Africa. e. Describe the role of entrepreneurship.
SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.	**Moved to SS7E10**
SS7H1 The student will analyze continuity and change in Africa leading to the 21st century. a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries. b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria. c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk. d. Explain the impact of the Pan-African movement.	**SS7H1 Analyze continuity and change in Africa.** a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today. b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria. c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. de Klerk.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7G5 The student will locate selected features in Southwestern Asia (Middle East). a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip. b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.	**SS7G5 Locate selected features in Southwest Asia (Middle East).** a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea. b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.
SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East). a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.	**SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).** a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.
SS7G7 The student will explain the impact of location, climate, physical characteristics, **Distribution of natural resources and population distribution on Southwest Asia (Middle East).** a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East). b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.	**SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).** a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East). a. Explain the differences between an ethnic group and a religious group. b. Explain the diversity of religions within the Arabs, Persians, and Kurds. c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity. d. Explain the reason for the division between Sunni and Shia Muslims. e. Evaluate how the literacy rate affects the standard of living.	**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).** a. Explain the differences between an ethnic group and a religious group. b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds). c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
SS7CG4 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS7CG3 Compare and contrast various forms of government.** a. Explain citizen participation in autocratic and democratic governments, [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East). a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.	**Deleted**

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7E5 The student will analyze different economic systems. a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.	**SS7E4 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.
SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East). a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC). d. Explain why international trade requires a system for exchanging currencies between nations.	**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations. d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). c. Explain the role of oil in these countries' economies. d. Describe the role of entrepreneurship.	**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East). e. Describe the role of entrepreneurship.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century. a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict. b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. c. Describe how land and religion are reasons for continuing conflicts in the Middle East. d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.	**SS7H2 Analyze continuity and change in Southwest Asia (Middle East)** a. Explain how European partitioning in the Middle East following WWI led to regional conflict. b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust. c. Describe how land and religion play a role in continuing conflicts in the Middle East (i.e., the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism). d. Explain U.S. presence and interest in Southwest Asia, include the Persian Gulf conflict and invasions of Afghanistan and Iraq.
SS7G9 The student will locate selected features in Southern and Eastern Asia. a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula. b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.	**SS7G9 Locate selected features in Southern and Eastern Asia.** a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula. b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7G10 The student will discuss environmental issues across Southern and Eastern Asia. a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers. b. Describe the causes and effects of air pollution and flooding in India and China.	**SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.** a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) River and Ganges River. b. Explain the causes and effects of air pollution and flooding in India and China.
SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia. a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia. b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.	**SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.** a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.
SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia. a. Explain the differences between an ethnic group and a religious group. b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism. c. Evaluate how the literacy rate affects the standard of living.	**SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.** a. Explain the differences between an ethnic group and a religious group. b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7CG6 The student will compare and contrast various forms of government. a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential.	**SS7CG4 Compare and contrast various forms of government.** a. Explain the role of citizen participation in autocratic and democratic governments, [i.e., explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracies), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia. a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.	**Incorporated into SS7CG4**
SS7E8 The student will analyze different economic systems. a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in China, India, Japan, and North Korea.	**SS7E7 Analyze different economic systems.** a. Compare how traditional, command, and market economies answer the economic questions of 1. What to produce; 2. How to produce; and 3. For whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. **c.** Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.

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Seventh Grade	
Current GPS	**Proposed GSE**
SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia. a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations.	**SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.** a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. c. Explain why international trade requires a system for exchanging currencies between nations.
SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan. a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). c. Describe the role of natural resources in a country's economy. d. Describe the role of entrepreneurship.	**SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea.** a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Describe the role of natural resources in a country's economy. e. Describe the role of entrepreneurship.

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Seventh Grade	
Current GPS	**Proposed GSE**
Moved from SS7E4	**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.** a. Understand that income is received from work and is limited. b. Understand that a budget is a tool to plan the spending and saving of income. c. Understand the reasons and benefits of saving. d. Understand the uses and costs of credit.
SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century. a. Describe how nationalism led to independence in India and Vietnam. b. Describe the impact of Mohandas Gandhi's belief in non-violent protest. c. Explain the role of the United States in the rebuilding of Japan after WWII. d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.	**SS7H3 Analyze continuity and change in Southern and Eastern Asia.** a. Describe how nationalism led to independence in India. b. Describe the impact of Mohandas Gandhi's belief in non-violent protest. c. Explain the role of the United States in the rebuilding of Japan after WWII. d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.	**SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.** a. Describe the characteristics of American Indians living in Georgia at the time of European contact: include culture, food, weapons/tools, and shelter. b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the southeastern area. c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.
SS8H2 The student will analyze the colonial period of Georgia's history. a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.	**SS8H2 Analyze the colonial period of Georgia's history.** a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) settling Georgia during the Trustee Period. d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government. e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H3 The student will analyze the role of Georgia in the American Revolution. a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.	**SS8H3 Analyze the role of Georgia in the American Revolutionary Era.** a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act. b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document. c. Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah. d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.
SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights. a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles. b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.	**Incorporated into SS8H3**

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840. a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.	**SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.** a. Explain reasons for the establishment of the University of Georgia and for westward movement of Georgia's capitals. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. d. Describe the role of William McIntosh in the removal of the Creek from Georgia. e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia. a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens. b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville. c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.	**SS8H5 Analyze the impact of the Civil War on Georgia.** a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia. b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H6 Split into 2 standards	**SS8H6 Analyze the impact of Reconstruction on Georgia.** a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction. b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. c. Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan. d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction. e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918. a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon. d. Explain reasons for World War I and describe Georgia's contributions.	**SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.** a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists. b. Analyze how rights were denied to African Americans or Black through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era. d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia. a. Describe the impact of the boll weevil and drought on Georgia. b. Explain economic factors that resulted in the Great Depression. c. Discuss the impact of the political career of Eugene Talmadge. d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.	**SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.** a. Describe Georgia's contributions to World War I. b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). c. Describe Eugene Talmadge's opposition to the New Deal Programs. d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state. e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.
SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically. a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor. b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson. c. Explain the impact of the Holocaust on Georgians. d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.	**SS8H9 Describe the role of Georgia in WWII.** a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor. b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards. c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970. a. Analyze the impact of the transformation of agriculture on Georgia's growth. b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia. c. Discuss the impact of Ellis Arnall.	**SS8H10 Evaluate key post-World War II developments in Georgia.** a. Explain how technology transformed agriculture and created a population shift within the state. b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state. c. Describe the relationship between the end of the white primary and the 1946 governor's race.
SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement. a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag. b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox. c. Discuss the impact of Andrew Young on Georgia.	**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.** a. Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission. b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970. a. Evaluate the consequences of the end of the county unit system and reapportionment. b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. c. Analyze the impact of the rise of the two-party system in Georgia. d. Evaluate the effect of the 1996 Olympic Games on Georgia. e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.	**SS8H12 Explain the importance of developments in Georgia since the late 20th century.** a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state. b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth. d. Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.
SS8G1 The student will describe Georgia with regard to physical features and location. a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain. c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d. Evaluate the impact of climate on Georgia's development.	**SS8G1 Describe Georgia's geography and climate.** a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution. c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d. Analyze the importance of water in Georgia's historical development and economic growth.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy. a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia. b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets. c. Explain how the four transportation systems provide jobs for Georgians.	**Moved to SS8E1**
SS8CG1 The student will describe the role of citizens under Georgia's constitution. a. Explain the basic structure of the Georgia state constitution. b. Explain the concepts of separation of powers and checks and balances. c. Describe the rights and responsibilities of citizens. d. Explain voting qualifications and elections in Georgia. e. Explain the role of political parties in government. f. Identify wisdom, justice, and moderation as the three principles of the Pledge of Allegiance to the Georgia Flag.	**SS8CG1 Describe the foundations of Georgia's government.** a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution. b. Explain separation of powers and checks and balances among Georgia's three branches of government. c. Describe the rights and responsibilities of citizens according to the Georgia Constitution. d. List voting qualifications for elections in Georgia. e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.

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Eighth Grade	
Current GPS	**Proposed GSE**
S8CG2 The student will analyze the role of the legislative branch in Georgia state government. a. Explain the qualifications, term, election, and duties of members of the General Assembly. b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system. c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.	**S8CG2 Analyze the role of the legislative branch in Georgia.** a. Explain the qualifications for members of the General Assembly and its role as the law-making body of Georgia. b. Describe the purpose of the committee system within the Georgia General Assembly. c. Explain the process for making a law in Georgia. d. Describe how state government is funded and how spending decisions are made.
SS8CG3 The student will analyze the role of the executive branch in Georgia state government. a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor. b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources. c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.	**SS8CG3 Analyze the role of the executive branch in Georgia state government.** a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government. b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8CG4 The student will analyze the role of the judicial branch in Georgia state government. a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected. b. Explain the difference between criminal law and civil law. c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. d. Describe ways to avoid trouble and settle disputes peacefully. e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.	**SS8CG4 Analyze the role of the judicial branch in Georgia state government.** a. Describe the ways that judges are selected in Georgia. b. Analyze the dual purpose of the judicial branch to interpret the laws of Georgia and administer justice in our legal system. c. Explain the difference between criminal law and civil law. d. Explain the steps in the adult criminal justice system beginning with arrest.
SS8CG5 The student will analyze the role of local governments in the state of Georgia. a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia. b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government. c. Describe the functions of special-purpose governments. d. Evaluate the role of local government working with state agencies to administer state programs.	**Moved to SS8CG6**

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8CG6 The student will explain how the Georgia court system treats juvenile offenders. a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each b. Describe the rights of juveniles when taken into custody. c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process. d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.	**SS8CG5 Explain how the Georgia court system treats juvenile offenders.** a. Explain the difference between delinquent and unruly behavior and the consequences of each. b. Describe the rights of juveniles involved in the juvenile justice system. c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.
Moved from SS8CG5	**SS8CG6 Analyze the role of local governments in the state of Georgia.** a. Explain the origins and purposes of city, county, and special-purpose governments in Georgia. b. Describe how local government is funded and how spending decisions are made.
SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.	**Deleted**
SS8E2 The student will explain the benefits of free trade. a. Describe how Georgians have engaged in trade in different historical time periods. b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.	**Deleted**

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Eighth Grade	
Current GPS	**Proposed GSE**
Moved from SS8G2	**SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.** a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally. b. Explain how the four transportation systems provide jobs for Georgians.
SS8E3 The student will evaluate the influence of Georgia's economic growth and development. a. Define profit and describe how profit is an incentive for entrepreneurs. b. Explain how entrepreneurs take risks to develop new goods and services to start a business. c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.	**SS8E2 Evaluate the influence of Georgia-based businesses on the state's economic growth and development.** a. Describe how profit is an incentive for entrepreneurs. b. Explain how entrepreneurs take risks to develop new goods and services to start a business. c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.
SS8E4 The student will identify revenue sources for and services provided by state and local governments. a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes. b. Explain the distribution of state revenue to provide services. c. Evaluate how choices are made given the limited revenues of state and local governments.	**Deleted**

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Eighth Grade	
Current GPS	**Proposed GSE**
SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.	**SS8E3 Explain the principles of effective personal money management.** a. Explain that income is the starting point for personal financial management. b. Describe the reasons for and the benefits of a household budget. c. Describe the reasons for and the benefits of savings. d. Describe the uses of debt and associated risks.

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American Government/Civics	
Current GPS	**Proposed GSE**
Moved from SSCG19	**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.
SSCG1 The student will 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 Rights, and the English Bill of Rights. b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.	**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.

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence. a. Compare and contrast the Declaration of Independence and the Social Contract Theory. b. Evaluate the Declaration of Independence as a persuasive argument.	**Included in SSCG2**
SSCG3 The student will demonstrate knowledge of the United States Constitution. a. Explain the main ideas in debate over ratification; include those in The Federalist. b. Analyze the purpose of government stated in the Preamble of the United States Constitution. c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.	**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.

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG4 The student will demonstrate knowledge of the organization and powers of the national government. a. Describe the structure and powers of the legislative, executive, and judicial branches. b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.	**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 The student will demonstrate knowledge of the federal system of government described in the United States Constitution. a. Explain the relationship of state governments to the national government. b. Define the difference between enumerated and implied powers. c. Describe the extent to which power is shared. d. Identify powers denied to state and national governments. e. Analyze the ongoing debate that focuses on the balance of power between state and national governments. f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land." g. Explain the meaning of the Pledge of Allegiance to the flag of the United States.	**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.

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American Government/Civics	
Current GPS	**Proposed GSE**
Split from SSCG6	**SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.**
SSCG6 The student will demonstrate knowledge of civil liberties and civil rights. a. Examine the Bill of Rights with emphasis on First Amendment freedoms. b. Analyze due process law expressed in the 5th and 14th Amendments. c. Explain selective incorporation of the Bill of Rights. d. Explain how government seeks to maintain the balance between individual liberties and the public interest. e. Explain every citizen's right to be treated equally under the law.	**SSCG7 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 5th and 14th amendments, and as understood through the process of incorporation. d. Identify how amendments extend the right to vote.
SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.	**Moved to SSCG16**

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG8 The student will demonstrate knowledge of local, state, and national elections. a. Describe the organization, role, and constituencies of political parties. b. Describe the nomination and election process. c. Examine campaign funding and spending. d. Analyze the influence of media coverage, campaign advertising, and public opinion polls. e. Identify how amendments extend the right to vote.	**Moved to SSCG15**
SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.	**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.

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG10 The student will describe the legislative process including the roles played by committees and leadership. a. Explain the steps in the legislative process. b. Explain the function of various leadership positions within the legislature.	**Included in SSCG8**
SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process. a. Explain the function of lobbyists. b. Describe the laws and rules that govern lobbyists. c. Explain the function of special interest groups.	**Included in SSCG8**
Moved from SSCG14	**SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.**

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.	**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 12th 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.
SSCG13 The student will describe the qualifications for becoming President of the United States. a. Explain the written qualifications for President of the United States. b. Describe unwritten qualifications common to past presidents.	**Included in SSCG10**
SSCG14 The student will explain the impeachment process and its usage for elected officials. a. Explain the impeachment process as defined in the U.S. Constitution. b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.	**Moved to SSCG9**

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG15 The student will 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 Cabinet.	**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.
Moved from SSCG20	**SSCG12 Describe the tools used to carry out United States foreign policy; including diplomacy and treaties; economic, military, and humanitarian aid; sanctions and military intervention.**
SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary. a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts. b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison. c. Describe how the Supreme Court decides cases. d. Compare the philosophies of judicial activism and judicial restraint.	**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.).

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American Government/Civics	
Current GPS	**Proposed GSE**
Includes elements of SSCG21-22	**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.
Moved from SSCG8	**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.

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American Government/Civics	
Current GPS	**Proposed GSE**
Moved from SSCG7	**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.
SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution. a. Examine the legislative, executive, and judicial branches. b. Examine the structure of local governments with emphasis on county, city, and town. c. Identify current state and local officials. d. Analyze the relationship among state and local governments. e. Evaluate direct democracy by the initiative, referendum, and recall processes.	**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 government. e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

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American Government/Civics	
Current GPS	**Proposed GSE**
SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments. a. Examine the powers of state and local government. b. Examine sources of revenue received by each level of government. c. Analyze the services provided by state and local government.	**Included in SSCG17**
SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.	**Moved to SSCG1**
SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).	**Moved to SSCG12**
SSCG21 The student will describe the causes and effects of criminal activity. a. Examine the nature and causes of crimes. b. Explain the effects criminal acts have on their intended victims. c. Categorize different types of crimes. d. Explain the different types of defenses used by perpetrators of crime.	**Included in SSCG14**
SSCG22 The student will demonstrate knowledge of the criminal justice process. a. Analyze the steps in the criminal justice process. b. Explain an individual's due process rights. c. Describe the steps in a criminal trial or civil suit. d. Examine the different types of sentences a convicted person can receive.	**Moved to SSCG14**

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Economics	
Current GPS	**Proposed GSE**
SSEF1 The student will 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 (factors of production) (e.g., land (natural), labor (human), capital (capital goods), entrepreneurship). c. List a variety of strategies for allocating scarce resources. d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.	**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 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action. a. Illustrate by means of a production possibilities curve the trade offs between two options. b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties. a. Give examples of how individuals and businesses specialize. b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.	**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.
SSEF4 The student will 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 command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation. b. Evaluate how well each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, and stability.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEF5 The student will describe the roles of government in a market economy. a. Explain why government provides public goods and services, redistributes income, protects property rights, and resolves market failures. b. Give examples of government regulation and deregulation and their effects on consumers and producers.	**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 The student will 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. Give illustrations of investment in equipment and technology and explain their relationship to economic growth. c. Give examples of how investment in education can lead to a higher standard of living.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money. a. Illustrate by means of a circular flow diagram, the Product market; the Resource (factor) market; the real flow of goods and services between and among businesses, households, and government; and the flow of money. b. Explain the role of money as a medium of exchange.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy. a. Define the Law of Supply and the Law of Demand. b. Describe the role of buyers and sellers in determining market clearing price. c. Illustrate on a graph how supply and demand determine equilibrium price and quantity. d. Explain how prices serve as incentives in a market economy.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEMI3 The student will explain how markets, prices, and competition influence economic behavior. a. Identify and illustrate on a graph factors that cause changes in market supply and demand. b. Explain and illustrate on a graph how price floors create surpluses and price ceilings create shortages. c. Define price elasticity of demand and supply.	**Included in SSEMI2**
SSEMI4 The student will 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. b. Explain the role of profit as an incentive for entrepreneurs. c. Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition.	**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 regard 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 regard to number of sellers, barriers to entry, price control, and product differentiation.

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Economics	
Current GPS	**Proposed GSE**
SSEMA1 The student will illustrate the means by which economic activity is measured. a. Explain that overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, government, and net exports. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand. c. Explain how economic growth, inflation, and unemployment are calculated. d. Identify structural, cyclical, and frictional unemployment. e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion as well as recession and depression. f. Describe the difference between the national debt and government deficits.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEMA2 The student will explain the role and functions of the Federal Reserve System. a. Describe the organization of the Federal Reserve System. b. Define monetary policy. c. Describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment, and economic growth.	**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 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth. a. Define fiscal policy. b. Explain the government's taxing and spending decisions.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEIN1 The student will 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. Explain the difference between balance of trade and balance of payments.	**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 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade. a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies. b. Identify costs and benefits of trade barriers over time. c. List specific examples of trade barriers. d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN. e. Evaluate arguments for and against free trade.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEIN3 The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals 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. Locate information on exchange rates. c. Interpret exchange rate tables. d. Explain why, when exchange rates change, some groups benefit and others lose.	**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 regard to appreciation and depreciation of currency. c. Explain why some groups benefit and others lose when exchange rates change.
SSEPF1 The student will apply rational decision making to personal spending and saving choices. a. Explain that people respond to positive and negative incentives in predictable ways. b. Use a rational decision making model to select one option over another. c. Create a savings or financial investment plan for a future goal.	**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 another options). b. Create a budget that includes a savings or financial investment plan for a future goal.

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Economics	
Current GPS	**Proposed GSE**
SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors. a. Compare services offered by different financial institutions. 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 a variety of savings and investment options; include stocks, bonds, and mutual funds.	**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 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices. a. Give examples of who benefits and who loses from inflation. b. Define progressive, regressive, and proportional taxes. c. Explain how an increase in sales tax affects different income groups.	**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.

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Economics	
Current GPS	**Proposed GSE**
SSEPF4 The student will evaluate the costs and benefits of using credit. a. List factors that affect credit worthiness. b. Compare interest rates on loans and credit cards from different institutions. c. Explain the difference between simple and compound interest rates.	**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 The student will describe how insurance and other risk-management strategies protect against financial loss. a. List various types of insurance such as automobile, health, life, disability, and property. b. Explain the costs and benefits associated with different types of insurance; include deductibles, premiums, shared liability, and asset protection.	**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.
SSEPF6 The student will describe how the earnings of workers are determined in the marketplace. a. Identify skills that are required to be successful in the workplace. b. Explain the significance of investment in education, training, and skill development.	**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, team work, 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.

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Psychology	
Current GPS	**Proposed GSE**
SSPFR1: The student will explain selected historical and contemporary perspectives and practices of psychologists. a. Define the field of psychology. b. Identify key figures in the history of the field of psychology and their major contributions; include Wundt, Freud, Skinner, James, Watson and Rogers. c. List and describe the major occupations and subfields of psychology.	**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: The student will 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 and inferential statistics. f. Interpret graphic data representations. g. Explain ethical issues in psychological research.	**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, and 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.

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Psychology	
Current GPS	**Proposed GSE**
SSPBF1: The student will 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.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPBF2: The student will compare different states of consciousness. a. Describe the sleep cycle and circadian rhythm, b. Explain why we sleep and dream. c. Investigate the validity of hypnosis as a state of consciousness. d. Analyze the physical and psychological issues associated with addiction. e. Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and 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: The student will 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.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPBF4: The student will 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 opponent process theory, trichromatic theory of vision, frequency theory, volley theory, and place theory of hearing. d. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception. e. Compare top-down and bottom-up processing.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPBF5: The student will 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-Schacter's Two Factor.	**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.
SSPBC1: The student will 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.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPBC2: The student will analyze key concepts associated with information processing. a. Describe the components of the human information processing system; include working memory, long term memory, sensory memory, and attention. b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration. c. Analyze theories of forgetting; include loss of access, interference, displacement, and decay. d. Explain the phenomena involved in problem solving and decision-making; include heuristics, algorithms, biases, expectancies, and mental set.	**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.
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, Kholberg, 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.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPVB1: The student will 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.	**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: The student will evaluate assessment tools and theories in personality. a. Evaluate Psychodynamic Theory and its impact on contemporary psychology. b. Evaluate the Humanistic Perspective. c. Analyze the purpose and theories of the Trait Perspective of personality. d. Analyze the Social-Cognitive Perspective of personality.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPVB3: The student will identify abnormal behavior 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 abnormal behavior; include the current version of the *Diagnostic and Statistical Manual*, the MMPI, and projective tests. c. Compare anxiety disorders, mood disorders, personality disorders, and schizophrenia and describe appropriate treatments for these disorders. d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients. e. Compare the biomedical, psychoanalytical, cognitive, and behavioral approaches to the treatment of psychological disorders.	**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.

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Psychology	
Current GPS	**Proposed GSE**
SSPSP1: The student will 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, 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.	**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.

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Sociology	
Current GPS	**Proposed GSE**
SSSocFR1: Students will explain the origins of sociology and 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.	**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: Students will 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 weakness of the methods of sociology research d. Explain the importance and influence of ethics in guiding research and data collection in sociology.	**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: Students will 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.	**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.

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Sociology	
Current GPS	**Proposed GSE**
SSSocC1: Students will explain the development and importance of culture. a. Describe how culture is a social construction. b. Identify the basic characteristics 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.	**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; include material and non-material culture.
SSSocC2: Students will evaluate how cultures develop and evolve. a. Explain cultural change and diversity include ethnocentrism, cultural relevance, folk culture, pop culture, counterculture, subculture, and culture shock. b. Compare material and non-material culture. c. Analyze the impact of globalization on US and other world cultures.	**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.

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Sociology	
Current GPS	**Proposed GSE**
SSSocC3: Students will 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.	**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.
SSSocSC1: Students will explain the process of socialization. a. Identify and describes the roles and responsibilities of an individual in society. b. Analyze the individual development theories of Cooley and Mead. c. Identify and evaluate the stages of socialization; include childhood, adolescence, adulthood, and death/dying. d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion. e. Analyze how individuals are socialized by gender and race/ethnicity.	**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.

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Sociology	
Current GPS	**Proposed GSE**
SSSocSC2: Students will 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.	**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: Students will 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.	**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.
SSSocSC4: Students will 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 and science. 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.	**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.

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Sociology	
Current GPS	**Proposed GSE**
SSSocIC1: Students will 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.	**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: Students will analyze social change processes in a society. a. Describe the various forms of collective behavior. 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.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH1 The student will describe European settlement in North America during the 17th century. a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery. b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony. c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania. d. Explain the reasons for French settlement of Quebec. e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.	**SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.** a. Investigate how mercantilism and trans-Atlantic trade led to 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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH2 The student will trace the ways that the economy and society of British North America developed. a. Explain the development of mercantilism and the trans-Atlantic trade. b. Describe the Middle Passage, growth of the African population, and African-American culture. c. Identify Benjamin Franklin as a symbol of social mobility and individualism. d. Explain the significance of the Great Awakening	**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 The student will explain the primary causes of the American Revolution. a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence. c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution. a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson. b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette. c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge. d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.	**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 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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution. a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government. b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison. c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery. d. Analyze how the Bill of Rights serves as a protector of individual and states' rights. e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).	**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, the 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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation. a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states. b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark. c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity. d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure. e. Describe the reasons for and importance of the Monroe Doctrine.	**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 Acts 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 on the development of a national identity. e. Explain James Monroe's presidency in relation to the Monroe Doctrine.

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United States History	
Current GPS	**Proposed GSE**
SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets. b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny. c. Describe reform movements, specifically temperance, abolitionism, and public school. d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference. e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion. a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters). b. Explain the Missouri Compromise and the issue of slavery in western states and territories. c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism. d. Describe the war with Mexico and the Wilmot Proviso. e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid. b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus. c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis. d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles. e. Describe the significance of the Emancipation Proclamation. f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	**SSUSH9 Evaluate key events, issues, and individuals relating 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, Atlanta as well as the impact of geography on these battles.

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United States History	
Current GPS	**Proposed GSE**
SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction. a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction. b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen's Bureau. c. Describe the significance of the 13th, 14th, and 15th amendments. d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction. f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction. a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business. b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor. c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life	**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 The student will analyze important consequences of American industrial growth. a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America. b. Identify the American Federation of Labor and Samuel Gompers. c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee. d. Describe the 1894 Pullman strike as an example of industrial unrest.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era. a. Explain Upton Sinclair's The Jungle and federal oversight of the meatpacking industry. b. Identify Jane Addams and Hull House and describe the role of women in reform movements. c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP. d. Explain Ida Tarbell's role as a muckraker. e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities. f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.	**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.
SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century. a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast. b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism. c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH15 The student will 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, with reference to unrestricted submarine warfare. b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. c. Explain Wilson's Fourteen Points and the proposed League of Nations. d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.	**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 The student will identify key developments in the aftermath of WW I. a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction. b. Identify Henry Ford, mass production, and the automobile. c. Describe the impact of radio and the movies. d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH17 The student will 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.	**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.
SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need. a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment. b. Explain the Wagner Act and the rise of industrial unionism. c. Explain the passage of the Social Security Act as a part of the second New Deal. d. Identify Eleanor Roosevelt as a symbol of social progress and women's activism. e. Identify the political challenges to Roosevelt's domestic and international leadership; include the role of Huey Long, the "court packing bill," and the Neutrality Act.	**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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. a. Explain A. Philip Randolph's proposed march on Washington, D.C., and President Franklin D. Roosevelt's response. b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans. c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin. d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries. e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb. f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.	**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, the 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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States. a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy. b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy. c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis. d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war. e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.	**Reorganized by presidential administration in SSUSH20-22**
SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975. a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act. b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement. c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning. d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.	**Reorganized by presidential administration in SSUSH20-22**

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United States History	
Current GPS	**Proposed GSE**
SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970. a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government. b. Identify Jackie Robinson and the integration of baseball. c. Explain Brown v. Board of Education and efforts to resist the decision. d. Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I Have a Dream Speech. e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.	**Reorganized by presidential administration in SSUSH20-22**
SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970. a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision. b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation. c. Explain Lyndon Johnson's Great Society; include the establishment of Medicare. d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.	**Reorganized by presidential administration in SSUSH20-22**

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United States History	
Current GPS	**Proposed GSE**
SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s. a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition. b. Describe the National Organization of Women and the origins and goals of the modern women's movement. c. Analyze the anti-Vietnam War movement. d. Analyze Cesar Chavez and the United Farm Workers' movement. e. Explain the importance of Rachel Carson's *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement. f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).	**Reorganized by presidential administration in SSUSH20-22**

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United States History	
Current GPS	**Proposed GSE**
Reorganized from SSUSH20-24	**SSUSH20 Analyze the 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.

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United States History	
Current GPS	**Proposed GSE**
Reorganized from SSUSH20-24	**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 following the assassination of John F. Kennedy, and Johnson's Great Society. c. Describe the impact of television on American culture; including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, 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 a Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. e. Describe the social and political turmoil of 1968 including reactions to the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, the Tet Offensive, and the presidential election.

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United States History	
Current GPS	**Proposed GSE**
Reorganized from SSUSH20-24	**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 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.

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United States History	
Current GPS	**Proposed GSE**
SSUSH25 The student will describe changes in national politics since 1968. a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford. b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action. c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis. d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union. e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal. f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college. g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.	**SSUSH23 Assess the political, economic, and technological changes during the Reagan, Bush, Sr., Clinton, 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.

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World Geography	
Current GPS	**Proposed GSE**
SSWG1 The student will explain the physical aspects of geography. a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place. b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place. c. Analyze the interrelationship between physical and human characteristics of a place.	**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.

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World Geography	
Current GPS	**Proposed GSE**
	Continued… **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.** 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.

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World Geography	
Current GPS	**Proposed GSE**
SSWG2 The student will explain the cultural aspects of geography. a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics. b. Explain how cultural characteristics of a place can be used to describe a place. c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture. d. Explain how the development of customs and traditions help to define a culture and a people.	**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).

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World Geography	
Current GPS	**Proposed GSE**
SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia. a. Describe the location of major physical features and their impact on North Africa/Southwest Asia. b. Describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia. c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia. d. Analyze the impact of water supplies on the growth of population centers. e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture. f. Explain why this region contains areas on two different continents. g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa. a. Describe the location of major physical features and their impact on Sub-Saharan Africa. b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa. c. Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization. d. Explain how Sub-Saharan Africa's physical features have had an impact on the distribution of its population. e. Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa. f. Analyze strengths and weaknesses in the development of Sub-Saharan Africa; include factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy. g. Describe the ethnic and religious groups in Sub-Saharan Africa; include major customs and traditions. h. Analyze the impact of drought and desertification on Sub-Saharan Africa.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia. a. Describe the location of major physical features and their impact on the regions of Asia. b. Describe the major climates of each region and how they have affected each region's development. c. Analyze the impact of the topography and climate on population distribution in the regions. d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions. e. Analyze the impact of population growth in the region on both the region and on other regions of the world; include China, India, and Japan. f. Explain the division of the Indian subcontinent into India and Pakistan and the eventual creation of Bangladesh. g. Describe the Pacific Rim and its cultural, political, and economic significance.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe. a. Describe the location of major physical features and their impact on Europe. b. Describe the major climates of Europe and how they have affected Europe. c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence. d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions. e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages. f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs. g. Analyze the environmental issues associated with industrial and natural resource development in Europe, including Russia.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America. a. Explain why the region is known as Latin America; include cultural reasons. b. Describe the location of major physical features and their impact on Latin America. c. Describe the major climates of Latin America and how they have affected Latin America. d. Explain how geographic features and climatic patterns affect population distribution. e. Analyze the impact of natural disasters and political instability on economic activity in Latin America. f. Describe the various ethnic and religious groups in Latin America; include South America, Central America and the Caribbean, as well as major customs and traditions. g. Analyze the impact of deforestation on Latin America and explain actions being taken. h. Explain how Latin American countries such as Brazil are developing their resources to compete in the global market and to improve industrial productivity. i. Analyze the impact illegal drug production and trade have on Latin America.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States. a. Describe the location of major physical features and their impact on Canada and the United States. b. Describe the major climates of Canada and the United States and how they affect Canada and the United States. c. Explain the reasons for the population distribution in Canada and the United States. d. Explain how the physical geography of Canada and the United States contributed to regional growth and development. e. Describe the ethnic and religious groups in Canada and the United States; include major customs and traditions. f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth, especially environmentally, for both Canada and the United States.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica. a. Describe the location of major physical features and their impact on the region. b. Describe the major climates and their impact on the region. c. Analyze the impact isolation has had on the cultural and biological development of the region. d. Describe the various ethnic and religious groups; include major customs and traditions. e. Explain how the migration of diverse ethnic groups and available natural resources have affected the economic and political development. f. Explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961.	**Reorganized in SSWG3-6**

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World Geography	
Current GPS	**Proposed GSE**
Reorganized from SSWG3-9	**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).

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World Geography	
Current GPS	**Proposed GSE**
Reorganized from SSWG3-9	**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).

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World Geography	
Current GPS	**Proposed GSE**
Reorganized from SSWG3-9	**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. nonrenewable 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).

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World Geography	
Current GPS	**Proposed GSE**
Reorganized from SSWG3-9	**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).

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World History	
Current GPS	**Proposed GSE**
SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE. a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi's law code. b. Describe the relationship of religion and political authority in Ancient Egypt. c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism. d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World. e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE. a. Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the "Golden Age" under Gupta, and the emperor Ashoka. b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism. c. Describe the development of Chinese civilization under the Zhou and Qin. d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea. e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE. 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, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar. c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science. d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world. e. Analyze the factors that led to the collapse of the Western Roman Empire.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE. a. Analyze the importance of Justinian, include the influence of the Empress Theodora, Justinian's Code, and Justinian's efforts to recapture the west. b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts. c. Explain the Great Schism of 1054 CE. d. Analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China and the West, the development of trade, and European observations through the writings of Marco Polo. e. Explain the Ottoman Empire's role in the decline of Byzantium and the capture of Constantinople in 1453 CE.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE. a. Explain the origins of Islam and the growth of the Islamic Empire. b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade. c. Explain the reasons for the split between Sunni and Shia Muslims. d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta). e. Describe the impact of the Crusades on both the Islamic World and Europe. f. Analyze the relationship between Judaism, Christianity, and Islam.	**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 The student will describe the diverse characteristics of early African societies before 1800 CE. a. Identify the Bantu migration patterns and contribution to settled agriculture. b. 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. c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity. e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics. a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne. b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor). c. Explain the role of the church in medieval society. d. Describe how increasing trade led to the growth of towns and cities.	**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 The student will demonstrate an understanding of the development of societies in Central and South America. a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires. b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation. a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. b. Identify artistic and scientific achievements of Leonardo da Vinci, the "Renaissance man," and Michelangelo. c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus. d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin. e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits. f. Describe the English Reformation and the role of Henry VIII and Elizabeth I. g. Explain the importance of Gutenberg and the invention of the printing press.	**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 roles of Henry VIII and Elizabeth I. g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia. a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. b. Define the Columbian Exchange and its global economic and cultural impact. c. Explain the role of improved technology in European exploration; include the astrolabe.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE. a. Describe the policies of the Tokugawa and Qing rules; include how Oda Nobunaga laid the ground work for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China. b. Analyze the impact of population growth and its impact on the social structure of Japan and China.	**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 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires. a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar. b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.	**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 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH14 The student will analyze the Age of Revolutions and Rebellions. a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu. 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 d. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.	**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 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism. a. Analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women. b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji. c. Describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion. d. Describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.	**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.

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World History	
Current GPS	**Proposed GSE**
Split from SSWH15	**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.
SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism. b. Describe conditions on the war front for soldiers; include the Battle of Verdun. c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control. d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.	**SSWH17 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.

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World History	
Current GPS	**Proposed GSE**
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II. a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art. b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi. e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments. f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II. a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia. b. Identify Nazi ideology, policies, and consequences that led to the Holocaust. c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe. d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989. a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah). b. Describe the formation of the state of Israel and the importance of geography in its development. c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972). d. Compare and contrast the reforms of Khrushchev and Gorbachev. e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.	**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.
SSWH20 The student will 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 breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States. c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets. d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.	**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.

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World History	
Current GPS	**Proposed GSE**
SSWH21 The student will 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.	**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.

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