



CORRELATION OF THE WORLD IN TRANSITION MATERIALS TO THE Georgia Performance Standards (GPS)

The Quality Basic Education Act of 1985 mandated that the state of Georgia had to maintain a written curriculum that specifies what students are expected to know in each subject and grade. It was further required that the state's standardized testing program had to be aligned with that curriculum. The state's written curriculum was intended to be a guideline for instruction that would help teachers, students, and parents know what topics must be dealt with and mastered for a particular course. The curriculum would establish the minimum standards, but it would not prohibit systems, schools, or teachers from adding material to it. Some school systems had already developed curricula of their own. They could exceed what the state required, but they must include everything in the state curriculum.

In January 2002, a Phi Delta Kappa audit concluded that the state's curriculum, the Quality Core Curriculum (QCC), not only lacked sufficient depth, but also did not meet national standards. The audit suggested that it would take twenty-three years—not twelve—to deal with the topics included at anywhere near the level of depth necessary for real learning to take place. Shallow standards forced teachers to guess what they should teach and hope that what they were teaching is what would be tested. Inevitably, teachers used the curriculum not as a guide for quality instruction, but merely as a reference to mention in lesson plans and then place back on the bookshelf to gather dust. The **Georgia Performance Standards (GPS)** were developed as a result. It was decided that Georgia teachers should teach to a curriculum, not to a test or a textbook. The **Georgia Performance Standards for Social Studies** were developed as part of that broader revision.

The following charts correlate *The World in Transition* materials to the new GPS. Regions in the series are: Africa, East Asia, Europe, Latin America, Middle East, Russia and the other former Soviet Republics and South Asia.

Also available from SCIS are correlations of *The World in Transition* to **National History Standards, National Geography Standards, National Economics Standards, National Council for the Social Studies Standards** and **Advanced Placement Themes or Topics**.

Europe in Transition

Europe is a complex region that has had a profound impact on the entire world, from modern democracy, the Olympics, the Industrial Revolution, to much of the art, music and literature that we know. As a result, understanding Europe is a stepping stone to understanding much of America's history and culture, as well as the histories and cultures of peoples around the world. Major topics in this region include the European economy, the environment, nationalism, and the role of Europe in world affairs. The following chart correlates *Europe in Transition* to the new GPS.

Europe in Transition

Lesson 1:
Europe: An
Overview



Georgia Performance Standards

Activity 1:
What are
some of the
general
perceptions of
Europe?

SS6H5 The student will describe major developments in Europe during the 20th century.
SS6G5 The student will be able to describe and locate the important physical and human characteristics of Europe.
SSWG2 The student will explain the cultural aspects of geography.
SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

Activity 2: How
is geography
important in
understanding
Europe and its
development?

SS6G5 The student will be able to describe and locate the important physical and human characteristics of Europe.
SS6G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Europe.
SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

Activity 3: How
has Europe
evolved over
the centuries?

SS6H4 The student will describe the important developments in Europe between 1400 CE and 1800 CE.
SS6H5 The student will describe major developments in Europe during the 20th century.
SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation
SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans

Lesson 2:
Politics and
Government

Europe in Transition



Georgia Performance Standards

Activity 1:
What is
the importance
and character
of democracy in
Europe?

SS6CG2 The student will describe modern European governments.
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation
SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans

Activity 2: How
is the political
transition
in Central Europe
progressing?

SS6CG2 The student will describe modern European governments.
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.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 3:
What is the
history of the
European Union
and what is its
future?

SS6H5 The student will describe major developments in Europe during the 20th century.
SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.
SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.
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.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 4:
Knocking at the
door, who gets
to join the
European
Union?

SS6H5 The student will describe major developments in Europe during the 20th century.
SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.

Lesson 3:
Economics
and the
Environment

Europe in Transition



Georgia Performance Standards

Activity 1:
What are the
key
characteristics
of European
economies?

SS6E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in England, Germany, and Russia.
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.

Activity 2:
What are the
economic
problems and
opportunities in
moving from
communism to
capitalism?

SS6E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in England, Germany, and Russia.
SS6CG2 The student will describe modern European governments.
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.

Activity 3:
What are the
pros and cons
of the euro and
should Denmark,
Sweden, and
the United
Kingdom join
the euro zone?

SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.
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.

<p>Activity 4: What major environmental problems face Europe?</p>	<p>SS6E7 The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.</p> <p>SS6G6 The student will discuss the impact of government policies and individual behaviors on the European environment.</p> <p>SSWG1 The student will explain the physical aspects of geography.</p> <p>SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe</p>
------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 4:
Nationalism,
Conflict, and
Immigration

Europe in Transition



Georgia Performance Standards

Activity 1:
What are a
state, nation,
and nation-state?

SS6CG2 The student will describe modern European governments.

Activity 2:
What are
the key factors
in the breakup
of Yugoslavia?

SS6H5 The student will describe major developments in Europe during the 20th century.

SSWG2 The student will explain the cultural aspects of geography.

SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe

Activity 3:
What issues are
involved in the
current situation in
Northern Ireland?

SS6G8 The student will describe the cultural characteristics of Europe.

SSWG2 The student will explain the cultural aspects of geography.

SSWH20 The student will examine change and continuity in the world since the 1960s.

SSWH21 The student will analyze globalization in the contemporary world.

Activity 4: Why
will migration
and aging
populations be
important issues in
Europe during
the 21st
century?

SS6E7 The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

SSWG1 The student will explain the physical aspects of geography.

SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe

SSWH21 The student will analyze globalization in the contemporary world.

Lesson 5:
European
Culture and
Society

Europe in Transition



Georgia Performance Standards

Activity 1:
What
does it mean to
be a European?

SS6G8 The student will describe the cultural characteristics of Europe.
SSWG2 The student will explain the cultural aspects of geography.

Activity 2: How
do Americans
and
Europeans
differ on key
societal issues?

SS6G8 The student will describe the cultural characteristics of Europe.

Activity 3: How
Does teen life in
Europe compare
to teen life in the
United States?

SS6G8 The student will describe the cultural characteristics of Europe.

Lesson 6:
Europe in
World
Affairs

Europe in Transition



Georgia Performance Standards

Activity 1:
What are the
legacies of
European
colonialism?

SS6H5 The student will describe major developments in Europe during the 20th century.
SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.
SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.
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.
SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.
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.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 2:
What are the major
issues between
Europe and the U.S.
in the 21st century
and how has the war
on terrorism
changed key
relationships?

SS6H5 The student will describe major developments in Europe during the 20th century.

Activity 3:
Should Russia
become a full member
of NATO?