



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**.

Latin America in Transition

Since the Monroe Doctrine in 1823, the United States has been involved in the affairs of Latin America. In recent years, trade agreements and the movement toward democracy in the region are continuing to draw the United States into the political and economic issues in the area. Instructional activities for Latin America organized around six topics: an Overview of Latin America; Politics and Democracy; Economic Development and Regional Integration; the Environment; Poverty, Human Rights and Social Change; U.S. Interests in Latin America. The materials are organized around primary source documents and video from the conferences sponsored by the Southern Center. The following chart correlates *Latin America in Transition* to the new GPS.

Lesson 1:
An Overview
of Latin
America

Latin American in Transition



Georgia Performance Standards

Activity 1:
What are the
U.S.
perceptions of
Latin America?

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean and in Canada.
SSWG2 The student will explain the cultural aspects of geography.

Activity 2:
Where is Latin
America and
what are some of
its unique
features?

SS6G1 The student will be able to describe and locate the important physical and human characteristics of Latin America and the Caribbean and Canada.
SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada.
SSWG1 The student will explain the physical aspects of geography.
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Activity 3: How
is diversity in
Latin America
reflected in its
people and
cultures?

SS6G4 The student will describe the cultural characteristics of Latin America and the Caribbean and Canada.
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Lesson 2:
Politics and
Democracy

Latin American in Transition



Georgia Performance Standards

Activity 1: How did the democratic tradition develop in Latin America?

SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.
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.

Activity 2: What is the nature of Latin American democracies?

SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.
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.

Activity 3: What are the present-day challenges to Latin America democracy?

SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.

Lesson 3:
Economic
Development
and
Regional
Integration

Latin American in Transition



Georgia Performance Standards

Activity 1:
What events
have brought
about the
reform
movements
from
corporatism to
a more open
economy?

SS6E1 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 Canada, Mexico, Cuba, and Argentina.
SS6E3 The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.
SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.
SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

Activity 2:
What are the
pros and cons
of NAFTA?

SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
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.

Activity 3:
Should
Latin America
continue with
regional
integration?

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean and in Canada.

Lesson 4:
The
Environment

Latin American in Transition



Georgia Performance Standards

Activity 1: Why should the world be concerned about environmental problems in Latin America?

SS6G2 The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environments.
SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada.
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.
SSWG1 The student will explain the physical aspects of geography
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Activity 2: What are some of the proposed responses to Latin America's environmental problems, and what are some of the obstacles to their success?

SS6G2 The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environments.
SSWG1 The student will explain the physical aspects of geography
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Activity 3: What are some of the major environmental issues in Latin America?

SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada
SSWG1 The student will explain the physical aspects of geography
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Lesson 5:
Poverty,
Human
Rights, and
Social
Change

Latin American in Transition



Georgia Performance Standards

Activity 1: How are human rights violated in Latin America, and who is responsible?

Activity 2: What role has the United States played in political and social change in Haiti?

Activity 3: What are some of the factors contributing to poverty in Latin America?

SS6E3 The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina
SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.
SSWG1 The student will explain the physical aspects of geography
SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

Lesson 6:
U.S.
Interests in
Latin
America

Latin American in Transition



Georgia Performance Standards

Activity 1:
When should the
United States
intervene
in Latin America and
the Caribbean?

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.
SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

Activity 2:
What is the status of
relations between
the United States
and Cuba?

Activity 3:
What is the impact of
illegal drugs and
illegal immigration on
U.S./ Latin American
relations?