



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**.

Russia and the Other Former Soviet Republics in Transition

Since the end of the Cold War, the newly independent states created from the former Soviet Union have moved toward western-style democracy and free-market capitalism. These fledgling states have made this transition with varying degrees of success, affecting the rest of the world politically, economically, and socially. The materials in this region are organized around six topics: Overview of the Region; Politics and Government; Economics; Society, Culture and the Environment; Foreign Policy Issues; and US Interests in the Region. The materials contain primary source documents and video of former US Secretaries of State, Defense, and Treasury, and former world leaders. The Southern Center's first publication, **The End of the Soviet Union**, chronicles the decline of economic growth, agricultural disasters, rampant corruption, and over-centralized decision making that characterized the Soviet Union at the end of the 1980's. The following chart correlates *Russia and the Other Former Soviet Republics in Transition* to the new GPS.

Lesson 1:
Russia and
the Other
Former
Soviet
Republics:
An Overview

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1:
Where in the
world is Russia?

SS6G5 The student will be able to describe and locate the important physical and human characteristics of Europe.
SSWG1 The student will explain the physical aspects of geography.

Activity 2: Who
are the people
of Russia and
the other newly
independent
states?

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

Activity 3:
What is the
history of the
region?

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.
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
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.

Lesson 2:
Politics and
Government

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1:
What types of
Government have
emerged in the
wake of
communism?

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

Activity 2:
What is the status of
political reform
in Russia?

SS6CG2 The student will describe modern European governments.

Activity 3:
What is the
prospect for the
growth of
democracy in
the region?

SS6H5 The student will describe major developments in Europe during the 20th century.
SS6CG2 The student will describe modern European governments.

Lesson 3:
Economics

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1:
What efforts have
been made to
revitalize the
Russian
economy?

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.
SSEF5 The student will describe the roles of government in a market economy.
SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

Activity 2: Are
Russians better off
today than under
communism?

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.
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.

Activity 3: How
have corruption
and misplaced
consumerism
accompanied
Russia's
experiment
with a capitalist
economy?

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.
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.
SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

Lesson 4:
Society,
Culture, and
the
Environment

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1: How
Have social and
cultural life changed since
the breakup of the
U.S.S.R. in 1991?

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:
What are the most
critical types of
environmental
problems facing
Russia and the
other former
Soviet republics?

SS6G6 The student will discuss the impact of government policies and individual behaviors on the European environment.
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.

Activity 3:
What efforts will
be required to
address the
environmental
problems in this
region?

SS6G6 The student will discuss the impact of government policies and individual behaviors on the European environment.
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.

Lesson 5:
Foreign
Policy
Issues

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1:
What regional
tensions and ethnic
issues play a role in
determining
Russia's foreign
policy toward the
other newly
independent states?

SS6H5 The student will describe major developments in Europe during the 20th century.
SSWG2 The student will explain the cultural aspects of geography

Activity 2:
What type of
foreign policy
does Russia
have today?

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

Activity 3:
What are Russian
concerns about the
expansion of
NATO?

Lesson 6:
U.S.
Interests

Russia and the Other Former Soviet Republics in Transition



Georgia Performance Standards

Activity 1:
What are
the critical
issues the U.S.
faces in its
relations with
Russia today?

SS6H5 The student will describe major developments in Europe during the 20th century.
SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States
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 has been
the impact of
the START
treaties and the
Nunn-Lugar
programs on
nuclear
disarmament
in the former
U.S.S.R.?

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

<p>Activity 3: What has been the impact of American businesses on the Russian economy?</p>	<p>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.</p> <p>SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.</p> <p>SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services.</p> <p>SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade</p>
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