



## 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**.

### South Asia in Transition

The most recently produced package is South Asia – home to the ancient Indus Valley civilizations, the birthplace of four major religions, and the source of many other familiar aspects of our modern world culture. South Asia faces many challenges and changing roles on the world stage. Lessons deal with population growth, regional conflicts, health issues, the role of women, and unity and division on the sub-continent. South Asian experts and political leaders present an overview of the area's progress, problems, and potential. The following chart correlates *South Asia in Transition* to the new GPS.

Lesson 1:  
South Asia:  
An Overview

# South Asia in Transition



## Georgia Performance Standards

**Activity 1:**  
What are the  
general  
perceptions of  
South  
Asia?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.

**Activity 2:** How  
is the  
geography of  
South Asia  
important?

**SS7G9** The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.  
**SSWG1** The student will explain the physical aspects of geography.  
**SSWG2** The student will explain the cultural aspects of geography.  
**SSWG5** The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

**Activity 3:** How  
have imperialism  
and colonialism  
affected South  
Asia?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH15** The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.  
**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 4:**  
What was the  
impact of  
the British  
Empire on  
South Asia?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH15** The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.  
**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.

<p><b>Activity 5:</b> What was the impact of Gandhi's peaceful, nonviolent teachings worldwide?</p>	<p><b>SSWH17</b> 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.</p> <p><b>SSWH19</b> The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</p> <p><b>SSWH20</b> The student will examine change and continuity in the world since the 1960s.</p> <p><b>SSUSH22</b> The student will identify dimensions of the Civil Rights Movement, 1945-1970.</p>
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Lesson 2:  
Politics and  
Government

## South Asia in Transition



### Georgia Performance Standards

**Activity 1:** Who are some important South Asian leaders and what has been their impact?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.

**Activity 2:** What are the challenges to democracy and political stability in South Asia?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.

**Activity 3:** What forces unify and divide Indian democracy?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.

**Activity 4:** How is Afghanistan making progress as a workable nation-state?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**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.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.

<p><b>Activity 5:</b> Is Sri Lanka making progress toward a peace agreement?</p>	<p><b>SSWH20</b> The student will examine change and continuity in the world since the 1960s.</p>
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## Georgia Performance Standards

**Activity 1:**  
What do South Asians do and how is economic life changing?

**SS7E8** 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 India, China, and Japan.  
**SS7E9** The student will give examples of how voluntary trade benefits buyers and sellers across time.  
**SS7E10** The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.

**Activity 2:**  
Should the United States Congress restrict the practice of outsourcing by American companies?

**SS7E9** The student will give examples of how voluntary trade benefits buyers and sellers across time.  
**SS7E10** The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.  
**SSEIN2** The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.  
**SSWH21** The student will analyze globalization in the contemporary world.

**Activity 3:**  
What is the Grameen Bank and how has it changed the lives of people in South Asia?

**SS7E8** 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 India, China, and Japan.  
**SS7E10** The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.

Lesson 4:  
Population,  
Health,  
Environment  
and Conflict

## South Asia in Transition



### Georgia Performance Standards

**Activity 1:** Why does India have so many people and can it turn its growing population into a competitive advantage?

**SS7G10** The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.  
**SS7G11** The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.  
**SSWG1** The student will explain the physical aspects of geography  
**SSWG2** The student will explain the cultural aspects of geography.  
**SSWG5** The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

**Activity 2:** How does life along the Ganges River illustrate the problems facing India today?

**SS7G10** The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.  
**SS7G11** The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.  
**SSWG2** The student will explain the cultural aspects of geography.  
**SSWG5** The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

**Activity 3:** How do regional conflicts continue to disrupt life in South Asia?

**SSWG5** The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

<p><b>Activity 4:</b> What are some of the health issues facing South Asia and what is being done to solve them?</p>	<p><b>SS7G10</b> The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.</p> <p><b>SS7G11</b> The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.</p> <p><b>SSWG5</b> The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.</p>
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Lesson 5:  
South Asian  
Social and  
Cultural  
Issues

## South Asia in Transition



### Georgia Performance Standards

**Activity 1:**  
What are the different  
issues surrounding  
women in South Asia?

**SS7G12** The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.  
**SSWG2** The student will explain the cultural aspects of geography.

**Activity 2:**  
What is the role of  
religion in South Asia?

**SS7G12** The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.  
**SSWG2** The student will explain the cultural aspects of geography.

**Activity 3:** How  
does the caste  
system continue  
to affect Indian and  
other societies?

**SS7G12** The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.  
**SSWG2** The student will explain the cultural aspects of geography.

**Activity 4:**  
What are some  
of the key aspects of  
South Asian culture  
and society and  
how do they compare  
with those in the U.S.?

**SS7G12** The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.  
**SSWG2** The student will explain the cultural aspects of geography.

Lesson 6:  
South Asia in  
World Affairs

## South Asia in Transition



### Georgia Performance Standards

**Activity 1:** Has the acquisition of nuclear weapons by both India and Pakistan made South Asia safer?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.

**Activity 2:** What role can the U.S. play in keeping peace between India and Pakistan over the province of Kashmir?

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

**Activity 3:** What are South Asia's connections around the world?

**SS7CG3** The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.  
**SSWH20** The student will examine change and continuity in the world since the 1960s.