

## Kindergarten

### SYMBOLS OF AMERICA

In kindergarten, the students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of cultural and physical geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

### Historical Understandings

**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

**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

**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

**Geographic Understandings**

**SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.**

**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.

**SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.**

**Government/Civic Understandings**

**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.

**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.**

**Economic Understandings**

**SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).**

**SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.**

**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).

**SSKE4 The student will explain that people must make choices because they cannot have everything they want.**

## **Grade One**

### AMERICAN HEROES

In the first grade, students continue their introduction to United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts.

### **Historical Understandings**

**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),
- b. Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet
- c. Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
- d. 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).

**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.**

### **Geographic Understandings**

**SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.**

**SS1G2 The student will identify and locate his/her city, county, state, nation, 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).

**Government/Civic Understandings**

**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.

**SS1CG2** The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.

**Economic Understandings**

**SS1E1** The student will 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.

**SS1E3** The student will describe how people are both producers and consumers.

**SS1E4** The student will describe the costs and benefits of personal spending and saving choices

## **Grade Two**

### GEORGIA, MY STATE

In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced and are related to the historical strand.

### **Historical Understandings**

**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).

**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.

### **Geographic Understandings**

**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.

**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.

**Government/Civic Understandings**

**SS2CG1 The student will define the concept of government and the need for rules and laws.**

**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)

**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.**

**SS2CG4 The student will demonstrate knowledge of the state and national capital 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.**

**Economic Understandings**

**SS2E1 The student will explain that because of scarcity, people must make choices and incur 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).**

**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.**

**SS2E4 The student will describe the costs and benefits of personal spending and saving choices.**

## **Grade Three**

### OUR DEMOCRATIC HERITAGE

In third grade, students conclude their introduction to United States history by studying the origins of American democracy. The historical strand compares ancient Greek democracy in Athens with that of the United States and introduces selected Americans who have been important in ensuring our rights. The geography strand relates primarily to the people discussed in the history strand. In the government strand students begin the study of the foundations of a republican form of government. The economics strand continues the introduction of basic economics concepts.

### **Historical Understandings**

**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 (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.

**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 Cesar Chavez (workers' rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

### **Geographic Understandings**

**SS3G1 The student will locate major topographical features of the United States of America.**

- 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.

**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 region in which these historic figures lived affected their lives and had an impact on their cultural identification.

**Government/Civic Understandings**

**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, city commission or city council).
- c. State an example of the responsibilities of each level and branch of government.

**SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.**

## **Grade Four**

### UNITED STATES HISTORY TO 1860

In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights development during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.

### **Historical Understandings**

#### **SS4H1 The student will describe how early Native American cultures developed in North America.**

- a. Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).
- b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

#### **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 Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.
- b. Describe examples of cooperation and conflict between Europeans and Native Americans.

#### **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.

**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 Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord 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.

**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 of the War of 1812; include burning of the Capitol and the White House.

**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.

**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’s address (“Ain’t I a Woman?” 1851) to the Ohio Women’s Rights Convention.

**Geographic Understandings**

**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, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, 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.

**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 each colony 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).

**Government/Civic Understandings**

**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.

**SS4CG2 The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution.**

**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.

**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).

**SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).**

**Economic Understandings**

**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 the New World).
- 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 how specific economies in the three colonial regions developed).
- 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 activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States.

**SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.**

## Grade Five

### UNITED STATES HISTORY SINCE 1860

In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.

#### Historical Understandings

##### **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.

##### **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.

##### **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.

**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.
- 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).

**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.

**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.

**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.

**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.

**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.

**Geographic Understandings**

**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.

**SS5G2 The student will explain the reasons for the spatial patterns of economic activities.**

- a. Identify and explain the factors influencing industrial location in the United States after the Civil War.
- b. Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.
- c. Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power.

**Government/Civic Understandings**

**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 by the Bill of Rights.
- c. Explain the concept of due process of law.
- d. Describe how the Constitution protects a citizen's rights by due process.

**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.

**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.

**SS5CG4 The student will explain the meaning of “e pluribus unum” and the reason it is the motto of the United States.**

### Economic Understandings

**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 remain unengaged at the beginning of World War II in Europe).
- b. Explain how price incentives affect people’s behavior and choices (such as monetary policy during the Great Depression).
- 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 among the G8 countries).
- e. Describe how trade promotes economic activity (such as trade activities today under NAFTA).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States.

**SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.**

- a. Describe the private business function in producing goods and services.
- b. Describe the bank function in providing checking accounts, savings accounts, and loans.
- c. Describe the government function in taxation and providing certain goods and services.

**SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.**

- 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.

**SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.**

## Social Studies Skills Matrices

### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

### INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to

Georgia Department of Education

Kathy Cox, State Superintendent of Schools

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## K-5 Social Studies

social studies topics and apply this information to solve problems/make decisions.

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D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Georgia Department of Education  
Kathy Cox, State Superintendent of Schools  
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