



**Subject: Social Studies**

**Grade: K**

Strand: Civics

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- 1 **Topic:** People  
**Standard:** States name, address, and phone number.
- 2 **Topic:** People  
**Standard:** States ways in which people are alike and different.
- 3 **Topic:** Families  
**Standard:** Describes the roles and responsibilities of family members.
- 4 **Topic:** Interdependence  
**Standard:** Identifies the human characteristics of the school in terms of the roles of school helpers and school leaders and the need for school rules.
- 5 **Topic:** American Heritage  
**Standard:** Identifies the principal as the leader of the school and the president as the leader of our country.
- 6 **Topic:** Patriotism  
**Standard:** Identifies the flag as a national symbol of our country and is afforded the opportunity to recite the Pledge of Allegiance.

Strand: Economics

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- 7 **Topic:** Resources/Needs and Wants  
**Standard:** Describes how children and families use resources to meet basic needs and wants in different climates.
- 8 **Topic:** Basic Needs  
**Standard:** Recognizes that people live in different places for different reasons (e.g., jobs, families).
- 9 **Topic:** Community Helpers  
**Standard:** Names and describes the roles of community helpers who produce goods and/or services, including firefighters, police officers, doctors, dentists, bus drivers and farmers.
- 10 **Topic:** Interdependence  
**Standard:** Recognizes that some of our goods come from different countries.

Strand: Geography

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- 11 **Topic:** Region  
**Standard:** Uses the following terms to describe the location of objects including near, over, far, up, down, under, back, front, here, there, left and right.
- 12 **Topic:** Location  
**Standard:** Identifies a map as a drawing of a particular location (e.g., classroom, neighborhood).
- 13 **Topic:** Location  
**Standard:** Recognizes that there are different regions within a school.

- 14 **Topic:** Map and Globe Skills  
**Standard:** Identifies the globe as a model of the Earth.
- 15 **Topic:** Map and Globe Skills  
**Standard:** Compares the shape of the globe to the shape of the Earth.

## Strand: History

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- 16 **Topic:** Geography: Movement Transportation  
**Standard:** Describes modes of transportation (e.g., horse, boat, train, car, and airplane) and recognizes the role that these modes of transportation play in transporting people and goods.
- 17 **Topic:** Culture  
**Standard:** Identifies the purpose and customs associated with various special days including Thanksgiving and birthdays.
- 18 **Topic:** Culture  
**Standard:** Recognizes that different cultural groups have different characteristics.
- 19 **Topic:** Chronology  
**Standard:** Identifies the calendar as a measure of time.

## Strand: Core Social Study Skills

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- 20 **Topic:** Information Processing  
**Standard:** Uses a calendar. Acquires information through observing and listening.
- 21 **Topic:** Information Processing  
**Standard:** Organizes information in a meaningful way.
- 22 **Topic:** Information Processing  
**Standard:** Arranges events, facts and ideas in sequence.
- 23 **Topic:** Information Processing  
**Standard:** Develops the ability to acquire information through interpreting graphs and charts.
- 24 **Topic:** Information Processing  
**Standard:** Recalls and tells major ideas following a listening activity.
- 25 **Topic:** Information Processing  
**Standard:** Tells whether a statement is true or make-believe.
- 26 **Topic:** Problem Solving  
**Standard:** Identifies and states problems related to a personal experience.
- 27 **Topic:** Problem Solving  
**Standard:** Communicates several ways to solve problems.
- 28 **Topic:** Problem Solving  
**Standard:** Identifies best sources to solve problems.
- 29 **Topic:** Problem Solving  
**Standard:** Chooses appropriate solutions to a problem.
- 30 **Topic:** Civic Participation  
**Standard:** Participates in a group as a follower and/or leader.
- 31 **Topic:** Civic Participation  
**Standard:** Accepts and carries out assigned tasks.

- 32 **Topic:** Civic Participation  
**Standard:** Demonstrates responsibility for one's actions.
- 33 **Topic:** Time and Chronology  
**Standard:** Arranges personal experiences in sequence.
- 34 **Topic:** Time and Chronology  
**Standard:** Recognizes and uses a calendar.
- 35 **Topic:** Time and Chronology  
**Standard:** Recognizes the hour on a clock.
- 36 **Topic:** Maps and Globes  
**Standard:** Uses the terms up, down, left and right.
- 37 **Topic:** Maps and Globes  
**Standard:** Describes location of various objects in the environment (near, far, up, down, under,back, front, here, there, above, below).
- 38 **Topic:** Maps and Globes  
**Standard:** Identifies the globe as a model of the earth.
- 39 **Topic:** Maps and Globes  
**Standard:** Reads simple picture maps.
- 40 **Topic:** Maps and Globes  
**Standard:** Determines that some toys are small scale models of real objects.



**Grade: 1**

Strand: Civics

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- 1     **Topic:** Citizenship  
      **Standard:** Describes proper etiquette during the Pledge of Allegiance and "The Star Spangled Banner."
- 2     **Topic:** Families  
      **Standard:** Describes the roles and responsibilities of members of various family units.
- 3     **Topic:** Citizenship  
      **Standard:** Identifies the need for family and community rules. Recognizes that these rules may vary from culture to culture.

Strand: Economics

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- 4     **Topic:** Basic Needs  
      **Standard:** Compares how families of the United States, Canada and Mexico meet their basic needs and wants.
- 5     **Topic:** Goods and Services; Work  
      **Standard:** Distinguishes between jobs that produce goods and jobs that perform services.
- 6     **Topic:** Economic Roles  
      **Standard:** Distinguishes between producers and consumers.
- 7     **Topic:** Geography: Movement Transportation  
      **Standard:** Compares and contrasts modes of land, air and water transportation. Describes how modes of transportation link goods and consumers.
- 8     **Topic:** Resources  
      **Standard:** Describes the differences between human resources (people at work) and natural resources (water, soil, wood, coal, etc.).
- 9     **Topic:** Division of Labor  
      **Standard:** Describes how division of labor in families helps complete a task.

Strand: Geography

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- 10    **Topic:** Map and Globe Skills  
      **Standard:** Compares and contrasts a world map and a globe.
- 11    **Topic:** Map and Globe Skills  
      **Standard:** Identifies a compass rose as a directional tool.
- 12    **Topic:** Location  
      **Standard:** Identifies an outline map of North America and the location of the United States, Canada, and Mexico.
- 13    **Topic:** Map and Globe Skills  
      **Standard:** Describes purpose of a map key.

- 14 **Topic:** Map and Globe Skills  
**Standard:** Identifies pictorial symbols on maps such as symbols for a house, a school, a church and a road and nonpictorial symbols (e.g., dots used on maps to represent entire cities).
- 15 **Topic:** Physical Characteristics of Place  
**Standard:** Recognizes physical characteristics, including hills, mountains, continents, and islands as land forms; lakes, oceans, and rivers as bodies of water.

## Strand: History

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- 16 **Topic:** Culture  
**Standard:** Compares the daily lives and customs such as birthdays and religious holidays of children in the United States with children in Canada and Mexico.
- 17 **Topic:** Citizenship  
**Standard:** Compares and contrasts the flag of the United States with the flags from Canada and Mexico.
- 18 **Topic:** Citizenship  
**Standard:** Identifies and describes familiar symbols of our country including Uncle Sam, the bald eagle, flag, and the Statue of Liberty.
- 19 **Topic:** Citizenship  
**Standard:** Describes patriotic holidays and explains why they are celebrated (e.g., Presidents' Day (Washington, Lincoln, others), Martin Luther King Day (Great Leader), Memorial Day (Veteran's Day), Columbus Day (Great Explorer) and Flag Day (National Symbol)).
- 20 **Topic:** Citizenship  
**Standard:** Names the current president of the United States and identifies him/her as the leader of our country.
- 21 **Topic:** Chronology  
**Standard:** Identifies events as past, present and future.
- 22 **Topic:** Communication Geography: Movement  
**Standard:** Identifies forms of communication including telephone, television, newspaper, computer and satellite. Recognizes that these forms of communication aid the transfer of ideas and information.

## Strand: Core Social Study Skills

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- 23 **Topic:** Information Processing  
**Standard:** Acquires information through reading, observing and listening.
- 24 **Topic:** Information Processing  
**Standard:** Uses various print and non-print reference sources to locate information.
- 25 **Topic:** Information Processing  
**Standard:** Arranges events, facts and ideas in sequence.
- 26 **Topic:** Information Processing  
**Standard:** Matches written concepts to pictorial representations.
- 27 **Topic:** Information Processing  
**Standard:** Constructs and uses simple graphs and charts, e.g., bar, line and circle graphs.
- 28 **Topic:** Information Processing  
**Standard:** Explains why certain words, pictures or ideas are grouped together.
- 29 **Topic:** Information Processing  
**Standard:** Distinguishes between fiction and non-fiction stories.
- 30 **Topic:** Problem Solving  
**Standard:** Recognizes and states a problem related to appropriate activities.

- 31 **Topic:** Problem Solving  
**Standard:** Frames productive questions related to the topic.
- 32 **Topic:** Problem Solving  
**Standard:** Identifies several ways to solve a problem.
- 33 **Topic:** Families and Cultures of North America  
**Standard:** Identifies best source(s) to answer to answer given questions.
- 34 **Topic:** Problem Solving  
**Standard:** Makes decisions and identifies the consequence(s) of choices.
- 35 **Topic:** Civic Participation  
**Standard:** Participates in a group as a follower and/or leader.
- 36 **Topic:** Civic Participation  
**Standard:** Demonstrates responsibility for one's action.
- 37 **Topic:** Civic Participation  
**Standard:** Assumes leadership role in accomplishing tasks.
- 38 **Topic:** Civic Participation  
**Standard:** Follows established rules.
- 39 **Topic:** Civic Participation  
**Standard:** Shows respect toward others.
- 40 **Topic:** Civic Participation  
**Standard:** Works within a group, following set rules of procedures to complete an assigned task.
- 41 **Topic:** Civic Participation  
**Standard:** Identifies and uses alternative methods of conflict resolution.
- 42 **Topic:** Time and Chronology  
**Standard:** Places related events in chronological order.
- 43 **Topic:** Time and Chronology  
**Standard:** Sequences terms which denote time.
- 44 **Topic:** Time and Chronology  
**Standard:** Uses calendar to find special days.
- 45 **Topic:** Map and Globes  
**Standard:** Uses maps and globes as a source of information.
- 46 **Topic:** Map and Globes  
**Standard:** Determines the purpose of a map by examining title and content.
- 47 **Topic:** Map and Globes  
**Standard:** Describes location of various objects in the environment (near, far, up, down, under, back, front, there, above, below).
- 48 **Topic:** Map and Globes  
**Standard:** Uses terms such as bigger, smaller, nearer, farther, to express size and distance
- 49 **Topic:** Map and Globes  
**Standard:** Uses a simple map to identify North, South, East and West.
- 50 **Topic:** Map and Globes  
**Standard:** Names and locates one's state, country, and continent on a map and a globe.
- 51 **Topic:** Map and Globes  
**Standard:** Explains that a map is a drawing of a particular location, e.g., classroom, neighborhood.

- 52 **Topic:** Map and Globes  
**Standard:** Interprets simple map legends, such as color keys for land and water, and symbols for rivers and lakes.
- 53 **Topic:** Map and Globes  
**Standard:** Uses pictorial and semi-pictorial symbols on maps as needed, such as symbols for house, school, church, and road.
- 54 **Topic:** Map and Globes  
**Standard:** Uses pictorial and semi-pictorial symbols such as dots used on maps to represent entire cities.
- 55 **Topic:** Map and Globes  
**Standard:** Uses a map key to interpret symbols and read maps.
- 56 **Topic:** Map and Globes  
**Standard:** Uses maps and globes as a source of information.
- 57 **Topic:** Map and Globes  
**Standard:** Compares size and shape of same area on different globes and maps.



## Subject: Social Studies

### Grade: 2

#### Strand: Civics

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- 1 **Topic:** Culture  
**Standard:** Identifies characteristics of neighborhoods and communities.
- 2 **Topic:** Culture  
**Standard:** Lists ways to live cooperatively in neighborhoods and communities.
- 3 **Topic:** Culture  
**Standard:** Describes and compares the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules).
- 4 **Topic:** Citizenship  
**Standard:** Describes proper flag etiquette including handling, display and disposal of flag and explains the significance of the stars, stripes, and colors.

#### Strand: Economics

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- 5 **Topic:** Resources, Production  
**Standard:** Describes the differences among human resources (people at work), natural resources (water, soil, wood, tools, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.
- 6 **Topic:** Producer; Consumer/ Work  
**Standard:** Gives examples of producers and consumers in the community and gives reasons why people work.

#### Strand: Geography

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- 7 **Topic:** Map and Globe Skills  
**Standard:** Describes specified locations on a map using cardinal directions; calculates distance between locations.
- 8 **Topic:** Resources Place: Physical and Cultural Characteristics  
**Standard:** Explains the difference between natural and man-made resources.
- 9 **Topic:** Physical Characteristics of Place Landforms; Bodies of Water  
**Standard:** Describes and creates models that identifies characteristics of landforms (e.g., continents, peninsulas, islands, others) and bodies of water (e.g., lakes, ocean, rivers, others) of the Earth.
- 10 **Topic:** Location  
**Standard:** Defines terms - poles - hemispheres - equator

#### Strand: History

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- 11 **Topic:** Culture  
**Standard:** Compares the present day customs and lifestyles of the United States to selected places in the Eastern Hemisphere including Japan and Australia -food -shelter -clothing -transportation -fine arts (music, art, and literature) -natural and man-made resources, and - production of goods/services.



- 12 **Topic:** American Indians  
**Standard:** Compares the lifestyles of Eastern Woodlands and Plains Indians -food -shelter -clothing, and -transportation.
- 13 **Topic:** Colonization  
**Standard:** Describes the customs and lifestyles of the Early American settlers in Plymouth and Jamestown colonies -food -shelter -clothing, and -transportation.

## Strand: Core Social Study Skills

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- 14 **Topic:** Information Processing  
**Standard:** Acquires information through reading, observing and listening.
- 15 **Topic:** Information Processing  
**Standard:** Uses various print and non-print reference sources to locate information.
- 16 **Topic:** Information Processing  
**Standard:** Uses title page, table of contents and glossary to locate information.
- 17 **Topic:** Information Processing  
**Standard:** Develops a class or small group list of questions and seeks answers from a school or home population; conduct interviews.
- 18 **Topic:** Information Processing  
**Standard:** Arranges events, facts and ideas in sequence.
- 19 **Topic:** Information Processing  
**Standard:** Demonstrates a knowledge of certain words, pictures or ideas by grouping them together.
- 20 **Topic:** Information Processing  
**Standard:** Explains and compares information given in different types of graphs.
- 21 **Topic:** Information Processing  
**Standard:** Selects and discusses the main idea from a reading passage or listening activity.
- 22 **Topic:** Information Processing  
**Standard:** Distinguishes between fiction and non-fiction stories.
- 23 **Topic:** Information Processing  
**Standard:** Determines whether a group of statements are fact or opinion.
- 24 **Topic:** Problem Solving  
**Standard:** Identifies and states a problem related to topics under study.
- 25 **Topic:** Problem Solving  
**Standard:** Locates and gathers information related to a problem.
- 26 **Topic:** Problem Solving  
**Standard:** Suggests alternative solutions to a problem.
- 27 **Topic:** Problem Solving  
**Standard:** Makes choices and identifies the consequence(s) of choices.
- 28 **Topic:** Civic Participation  
**Standard:** Follows established rules.
- 29 **Topic:** Civic Participation  
**Standard:** Engages in group decisions using democratic process.
- 30 **Topic:** Civic Participation  
**Standard:** Suggests responsible actions in given situations.

- 31 **Topic:** Civic Participation  
**Standard:** Shows respect toward others.
- 32 **Topic:** Civic Participation  
**Standard:** Works within a group, following set rules of procedure to complete an assigned task.
- 33 **Topic:** Civic Participation  
**Standard:** Identifies and uses alternative methods of conflict resolution.
- 34 **Topic:** Time and Chronology  
**Standard:** Places events in chronological order.
- 35 **Topic:** Time and Chronology  
**Standard:** Uses timelines to plot specific activities in his/her life span.
- 36 **Topic:** Time and Chronology  
**Standard:** Identifies cause and effect relationship among events and dates.
- 37 **Topic:** Time and Chronology  
**Standard:** Explains the time system and the calendar.
- 38 **Topic:** Map and Globes  
**Standard:** Uses maps and globes as a source of information.
- 39 **Topic:** Map and Globes  
**Standard:** Compares size and shape of same area on different globes and maps.
- 40 **Topic:** Map and Globes  
**Standard:** Examines a map's content and title to determine its purpose.
- 41 **Topic:** Map and Globes  
**Standard:** Names and locates one's state, country, and continent on a map and a globe.
- 42 **Topic:** Map and Globes  
**Standard:** Locates the North and South poles on a map and a globe.
- 43 **Topic:** Map and Globes  
**Standard:** Uses cardinal directions to locate general areas on a map.
- 44 **Topic:** Map and Globes  
**Standard:** Locates a place on a simple map by following directions.
- 45 **Topic:** Map and Globes  
**Standard:** Locates North America in relation to other continents on a globe and a map.
- 46 **Topic:** Map and Globes  
**Standard:** Identifies drawing of the earth's physical features on a map.
- 47 **Topic:** Map and Globes  
**Standard:** Uses map key to interpret symbols and read a map.
- 48 **Topic:** Map and Globes  
**Standard:** Explains that map keys vary from map to map.



**Grade: 3**

Strand: Civics

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- 1     **Topic:** Citizenship  
**Standard:** Recognizes rights, duties and responsibilities of a U.S. citizen - military service - voting, and - community service.
- 2     **Topic:** Citizenship  
**Standard:** Recognizes taxes as a way communities collect the money necessary to provide services.
- 3     **Topic:** Citizenship  
**Standard:** Distinguishes the difference between rights and privileges.
- 4     **Topic:** Citizenship  
**Standard:** Explains that rules and laws protect the rights of people.
- 5     **Topic:** Citizenship  
**Standard:** Explains the difference among making laws, carrying out laws, and determining if laws have been violated. Identifies the governmental bodies that perform these functions at the local, state, and national levels.
- 6     **Topic:** Citizenship  
**Standard:** Describes how violations of the law produce consequences.
- 7     **Topic:** Citizenship  
**Standard:** Distinguishes among city, county, and state governments.
- 8     **Topic:** Citizenship  
**Standard:** Identifies the duties of local officials (e.g., mayor, county commissioners).
- 9     **Topic:** Citizenship  
**Standard:** Identifies the current governor of Georgia as the leader of the state.
- 10    **Topic:** Citizenship  
**Standard:** Identifies common symbols of Georgia including the state flag, flower, bird, and tree.

Strand: Economics

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- 11    **Topic:** Interdependence  
**Standard:** Explains how opportunity cost, scarcity, and price influence economic decision-making.

Strand: Geography

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- 12    **Topic:** Map and Globe Skills  
**Standard:** Determines the purpose of a map by examining title and content.
- 13    **Topic:** Human, Environment Interaction  
**Standard:** Recognizes how human actions and physical environments affect one another.

- 14 **Topic:** Geography  
**Standard:** Determines the type of map needed for a specific purpose.
- 15 **Topic:** Map and Globe Skills  
**Standard:** Explains the purpose of a map scale; and calculates distance between points using map scale.
- 16 **Topic:** Physical Characteristics of Place  
**Standard:** Describes physical characteristics of land forms and bodies of water including mountains, peninsulas, islands, plains, plateaus, valleys, gulfs, rivers, bays and lakes.
- 17 **Topic:** Physical Characteristics of Place  
**Standard:** Identifies and describes the features of a river (e.g., source, mouth, delta, bank).
- 18 **Topic:** Location  
**Standard:** Names the Earth's seven continents, four hemispheres, and four oceans.
- 19 **Topic:** Regions  
**Standard:** Identifies physical regions of Georgia (e.g., coastal plain, piedmont, mountain).

## Strand: History

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- 20 **Topic:** Communities  
**Standard:** Describes and classifies the physical and human characteristics of urban, rural, and suburban communities.
- 21 **Topic:** Communities  
**Standard:** Compares the impact of climate, landforms, human and natural resources, transportation and communication on the location, growth and development of - mountain community - desert community, and - coastal community.
- 22 **Topic:** Culture  
**Standard:** Examines the cultures of the American Indian nations found in Georgia including the Creeks and Cherokees and describes the interactions with the settlers.
- 23 **Topic:** Communities  
**Standard:** Describes the local community in regard to origin, growth and change over time -location/geography (natural resources) - history of local community -goods and services produced -types of jobs -government (organization and purpose) -provision and funding of public services, and -impact of technology/tools.

## Strand: Core Social Study Skills

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- 24 **Topic:** Information Processing  
**Standard:** Gathers information through reading, listening, observing and surveying.
- 25 **Topic:** Information Processing  
**Standard:** Uses various print and non-print reference sources to locate information.
- 26 **Topic:** Information Processing  
**Standard:** Gathers information using title, table of contents, index, glossary, and appendix
- 27 **Topic:** Information Processing  
**Standard:** Develops a class or small group list of questions and seeks answers from a school or home population; conducts interviews.
- 28 **Topic:** Information Processing  
**Standard:** Arranges events, facts and ideas in sequence.
- 29 **Topic:** Information Processing  
**Standard:** Uses information presented in a wide variety of graphic aids.
- 30 **Topic:** Information Processing  
**Standard:** Illustrates data in a variety of graphic forms such as bar graph, circle graph, pictograph, line graph and timeline.

- 31 **Topic:** Information Processing  
**Standard:** Selects and discusses the main idea from a reading passage or listening activity.
- 32 **Topic:** Information Processing  
**Standard:** Distinguishes between fact/opinion and fiction/non-fiction.
- 33 **Topic:** Information Processing  
**Standard:** Determines whether or not information is pertinent to a topic.
- 34 **Topic:** Information Processing  
**Standard:** Makes predictions and comparisons based on factual information.
- 35 **Topic:** Problem Solving  
**Standard:** Recognizes and states a problem related to topics under study.
- 36 **Topic:** Problem Solving  
**Standard:** Chooses the appropriate resources from which to gather data.
- 37 **Topic:** Problem Solving  
**Standard:** Formulates hypotheses based on evidence.
- 38 **Topic:** Problem Solving  
**Standard:** Proposes alternatives possibilities for solutions.
- 39 **Topic:** Problem Solving  
**Standard:** Identifies consequences of alternative.
- 40 **Topic:** Problem Solving  
**Standard:** Chooses a reasonable solution to a problem.
- 41 **Topic:** Civic Participation  
**Standard:** Assumes leadership role in accomplishing tasks.
- 42 **Topic:** Civic Participation  
**Standard:** Shows respect toward others.
- 43 **Topic:** Civic Participation  
**Standard:** Observes set rules of procedures.
- 44 **Topic:** Civic Participation  
**Standard:** Identifies and uses alternative methods of conflict resolution.
- 45 **Topic:** Civic Participation  
**Standard:** Participates in planning for effective civic actions; demonstrates appropriate civic actions.
- 46 **Topic:** Time and Chronology  
**Standard:** Relates cause and effect relationship among events and dates.
- 47 **Topic:** Time and Chronology  
**Standard:** Relates the past to the present in the study of change and continuity in human affairs.
- 48 **Topic:** Time and Chronology  
**Standard:** Make use of the time system and the calendar.
- 49 **Topic:** Time and Chronology  
**Standard:** Arranges in chronological order, a series of experiences; e.g., Personal timeline, family timeline
- 50 **Topic:** Map and Globes  
**Standard:** Uses a key to interpret information on a map.
- 51 **Topic:** Map and Globes  
**Standard:** Determines the purpose of a map by examining the title and content.

- 52 **Topic:** Map and Globes  
**Standard:** Determines the type of a map needed for a specific purpose.
- 53 **Topic:** Map and Globes  
**Standard:** Uses cardinal and intermediate directions on a map or globe, such as N and S, NE and SE.
- 54 **Topic:** Map and Globes  
**Standard:** Uses a map key to determine specific locations.
- 55 **Topic:** Map and Globes  
**Standard:** Locates exact place by use of a letter number grid.
- 56 **Topic:** Map and Globes  
**Standard:** Uses map keys to interpret symbols and read a map.
- 57 **Topic:** Map and Globes  
**Standard:** Uses length of familiar units of measure to determine distance on maps.
- 58 **Topic:** Map and Globes  
**Standard:** Explains that a map scale compares a map distance with a real distance on the earth.
- 59 **Topic:** Map and Globes  
**Standard:** Uses map keys to differentiate between natural and cultural features on the earth's surface.
- 60 **Topic:** Map and Globes  
**Standard:** Uses map keys to measure distance between two places.
- 61 **Topic:** Map and Globes  
**Standard:** Uses inset maps.



**Grade: 4**

Strand: Civics

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- 1 **Topic:** History of the Constitution  
**Standard:** Identifies the structure of government as described in the Constitution.
- 2 **Topic:** History of the Constitution  
**Standard:** Describes the need for the Bill of Rights and describes the major individual freedoms it guarantees (e.g., Speech, Religion, Press, and Assembly).
- 3 **Topic:** Citizenship  
**Standard:** Identifies the words of the first verse of "The Star Spangled Banner" and recognizes it as the National Anthem.

Strand: Economics

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- 4 **Topic:** Specialization and Interdependence  
**Standard:** Demonstrates how unequal distribution of limited resources leads to specialization among individuals and regions of the United States.

Strand: Geography

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- 5 **Topic:** Regions  
**Standard:** Identifies and describes different types of regions found within the United States that can be categorized according to climatic, physical, political, cultural and economic.
- 6 **Topic:** Regions  
**Standard:** Identifies physical regions within the United States and describes major physical features of each region.
- 7 **Topic:** Map and Globe Skills  
**Standard:** Distinguishes between political and physical maps; devises maps to show when states were admitted to the union.

Strand: History

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- 8 **Topic:** Geography: Human, Environment Interaction  
**Standard:** Describes the impact of climate and physical environment on the lifestyles of American Indians - Plains - Eastern Woodlands - Southwestern, and - Pacific Northwest.
- 9 **Topic:** Exploration to Colonization  
**Standard:** Identifies the areas explored , reasons for and results of early explorations by Marco Polo.
- 10 **Topic:** Exploration to Colonization  
**Standard:** Compares and contrasts the explorations of France, Spain, England and Portugal during the 15th- 17th centuries - areas explored - motivation behind explorations - obstacles encountered, and - accomplishments.
- 11 **Topic:** Exploration to Colonization  
**Standard:** Describes the impact of early Spanish explorers on native populations in Georgia.

- 12 **Topic:** Exploration to Colonization  
**Standard:** Compares and contrasts early colonial settlements in the New England, Middle Atlantic and Southern Colonies - climate - physical features - settlers' country of origin - settlers' motivations - forms of government, and - use of natural resources.
- 13 **Topic:** Exploration to Colonization  
**Standard:** Describes the settlement in Georgia led by Oglethorpe.
- 14 **Topic:** Exploration to Colonization  
**Standard:** Classifies the original thirteen colonies by regions (New England, Middle Atlantic, and Southern).
- 15 **Topic:** Expansion  
**Standard:** Describes how the French and Indian War resulted in expansion of United States Territory.
- 16 **Topic:** Expansion  
**Standard:** Describes the impact of Daniel Boone, the Wilderness Trail, and the Ohio River on westward expansion.
- 17 **Topic:** A Nation Is Born  
**Standard:** Identifies the sources of dissatisfaction that led to the American Revolution (e.g., smuggling, taxation without representation, Intolerable Acts, Stamp Act, Boston Tea Party, and Boston Massacre).
- 18 **Topic:** A Nation Is Born  
**Standard:** Compares and contrasts different lifestyles in the colonies during the 18th century from the perspectives of large landowners, farmers, artisans, women, indentured servants and slaves.
- 19 **Topic:** A Nation Is Born  
**Standard:** Distinguishes between loyalists and the patriots.
- 20 **Topic:** A Nation Is Born  
**Standard:** Describes the contributions of key individuals in the American Revolution including Colonial and British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, LaFayette, Nancy Hart, and Benedict Arnold).
- 21 **Topic:** A Nation Is Born  
**Standard:** Identifies and analyzes key events of the Revolutionary War including Paul Revere's Ride, Lexington and Concord, Valley Forge, and Yorktown.
- 22 **Topic:** A Nation Is Born  
**Standard:** Explains the major ideas in the Declaration of Independence.
- 23 **Topic:** A Nation Is Born  
**Standard:** Explains Georgia's participation in the Revolutionary War.
- 24 **Topic:** History of the Constitution  
**Standard:** Explains and analyzes challenges faced by the new United States government, with emphasis on the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- 25 **Topic:** The Young Nation  
**Standard:** Describes major events of the War of 1812 including the writing of "The Star Spangled Banner" and the involvement of the Creeks and the Cherokees in Georgia.
- 26 **Topic:** Westward Expansion  
**Standard:** Explains the social and economic impacts of technology on society during the 18th and 19th centuries ( e.g., cotton gin, McCormick reaper, steamboat, trains, looms, spinning ginny, and telegraph).
- 27 **Topic:** Civil War  
**Standard:** Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states' rights trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13th, 14th, and 15th Amendments to the Constitution, and - The impact of Reconstruction policies on the South (e.g., government, education, and the economy).
- 28 **Topic:** Culture  
**Standard:** Describes and illustrates how periods in history were reflected through music, art and literature.



## Strand: Core Social Study Skills

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- 29 **Topic:** Information Processing  
**Standard:** Gathers information through reading, listening, observing and surveying.
- 30 **Topic:** Information Processing  
**Standard:** Locates and utilizes information from a variety of sources, e.g., books, newspapers, atlases, glossaries, photographs, laser-disks, computer software, others.
- 31 **Topic:** Information Processing  
**Standard:** Uses features of books to gather information, e.g., table of contents, index, glossary, appendix, bibliography.
- 32 **Topic:** Information Processing  
**Standard:** Arranges time-related events into chronological order, using timelines when feasible.
- 33 **Topic:** Information Processing  
**Standard:** Determines sequences of events and identifies cause and effect relationship.
- 34 **Topic:** Information Processing  
**Standard:** Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.
- 35 **Topic:** Information Processing  
**Standard:** Organizes information into useable and efficient forms, e.g., graphs, charts, tables, outlines.
- 36 **Topic:** Information Processing  
**Standard:** Selects and discusses the main idea from a reading passage or listening activity.
- 37 **Topic:** Information Processing  
**Standard:** Distinguishes between fiction and non-fiction stories.
- 38 **Topic:** Information Processing  
**Standard:** Makes predictions and comparisons based on factual information.
- 39 **Topic:** Information Processing  
**Standard:** Analyzes information from two or more sources for agreements, contradictions, facts, and opinions.
- 40 **Topic:** Problem Solving  
**Standard:** Identifies and states a problem related to topic under study.
- 41 **Topic:** Problem Solving  
**Standard:** Suggests alternative solutions to a problem.
- 42 **Topic:** Problem Solving  
**Standard:** Decides which data would be necessary to support or disapprove hypotheses.
- 43 **Topic:** Problem Solving  
**Standard:** Chooses a solution to a problem after supplying the evidence.
- 44 **Topic:** Civic Participation  
**Standard:** Follows established rules.
- 45 **Topic:** Civic Participation  
**Standard:** Shows respect toward others.
- 46 **Topic:** Civic Participation  
**Standard:** Works in a group, following set rules of procedure to complete an assigned task.
- 47 **Topic:** Civic Participation  
**Standard:** Identifies and uses alternative methods of conflict resolution.

- 48 **Topic:** Civic Participation  
**Standard:** Participates in planning for effective civic action; demonstrating effective civic actions.
- 49 **Topic:** Time and Chronology  
**Standard:** Uses calendar to find dates of special events and determine length of time between events.
- 50 **Topic:** Time and Chronology  
**Standard:** Describes the relation between rotation of the earth and day and night.
- 51 **Topic:** Time and Chronology  
**Standard:** Uses definite time concepts, e.g., seconds, minute, yesterday.
- 52 **Topic:** Time and Chronology  
**Standard:** Uses indefinite time concepts, such as long ago, before, after.
- 53 **Topic:** Time and Chronology  
**Standard:** Relates sequence and chronology in personal experiences.
- 54 **Topic:** Map and Globes  
**Standard:** Examines a map's content and title to determine it's purpose.
- 55 **Topic:** Map and Globes  
**Standard:** Determine the type map needed for a specific purpose.
- 56 **Topic:** Map and Globes  
**Standard:** Compares maps and make inferences from them.
- 57 **Topic:** Map and Globes  
**Standard:** Uses map keys to interpret a variety of maps.
- 58 **Topic:** Map and Globes  
**Standard:** Combines scale and direction to locate features on a map/globe.
- 59 **Topic:** Map and Globes  
**Standard:** Uses grid systems, cardinal and intermediate directions to determine specific locations.
- 60 **Topic:** Map and Globes  
**Standard:** Explains that a map scale compares a map distance with a real distance on the earth.
- 61 **Topic:** Map and Globes  
**Standard:** Uses map scale to measure distance between two places.
- 62 **Topic:** Map and Globes  
**Standard:** Uses map keys to differentiate between natural and cultural features on the earth's surface.



## Subject: Social Studies

### Grade: 5

#### Strand: Civics

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- 1 **Topic:** Contemporary United States  
**Standard:** Explains duties and responsibilities of the legislative, executive and judicial branches of governments and tells how the concept of checks and balances makes these branches of government responsive to the people.
- 2 **Topic:** Contemporary United States  
**Standard:** Explains how the following concepts are important to United States Citizenship and contribute to National Unity: - individual rights - common good - self government, and - cultural awareness.
- 3 **Topic:** Contemporary United States  
**Standard:** Identifies the process by which citizens affect change in the United States political system -voting -political campaign participation -petitions -organized protests, and -running for office.

#### Strand: Economics

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- 4 **Topic:** Contemporary United States  
**Standard:** Explains how people in the United States participate in basic economic interdependence - producing - consuming - exchanging - investing, and - specializing.
- 5 **Topic:** Contemporary America  
**Standard:** Identifies three basic questions asked by any society regarding production from scarce natural and human resources -Who decides what will be produced? -What factors of production will be used and how? -How will the results of production be distributed?

#### Strand: Geography

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- 6 **Topic:** Migration of People  
**Standard:** Examines cause and effect of migration of people.
- 7 **Topic:** Physical Environment Movement  
**Standard:** Analyzes the impact of the physical environment on the settlement patterns and movement of people after the Civil War.
- 8 **Topic:** Physical Environment Movement  
**Standard:** Uses physical maps to draw conclusions about the settlement patterns and movement of people after the Civil War.
- 9 **Topic:** Characteristics of Regions  
**Standard:** Relates how natural resources and physical features influence human activity in each region of the United States.
- 10 **Topic:** Physical Characteristics Human, Environment Interaction Region  
**Standard:** Examines how the natural resources and physical features influence human activity in each region of the United States.
- 11 **Topic:** Physical characteristics of Regions  
**Standard:** Analyzes ecological problems arising in regions of the United States from the Industrial period to the present and evaluates proposed solutions.

## Strand: History

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- 12 **Topic:** Civil War Reconstruction  
**Standard:** Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on: - Economic and philosophical differences between the North and the South (e.g., states' rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13th, 14th, and 15th Amendments to the U.S. Constitution, and - The impact of Reconstruction policies on the South (e.g., government, education, and the economy).
- 13 **Topic:** Immigrants and Industry  
**Standard:** Explains the economic and social changes that came about in the late 19th century as a result of the growth and expansion - industries/business (small businesses to monopolies) - transportation and transportation systems - migration (farms to cities) and - immigration.
- 14 **Topic:** Immigrants and Industry  
**Standard:** Describes how life was similar and different for various ethnic groups during the late 19th century - African Americans - Asian Americans - Hispanic Americans, and - European Americans.
- 15 **Topic:** Immigrants and Industry  
**Standard:** Explains how the following groups lived and worked in the American West during the late 19th century -miners and prospectors -frontier settlers (ranchers and farmers), and -railroad workers.
- 16 **Topic:** Conflict, Migration and Labor  
**Standard:** Describes changes impacting American Indian tribes in the American West during the last half of the 19th century - encroachment of American Indian lands by non-American Indians -relocations to reservations, and -government policies.
- 17 **Topic:** Conflict, Migration and Labor  
**Standard:** Analyzes how social, political and economic reforms during the Roosevelt, Taft and Wilson presidencies affected Americans (e.g. women, children, American Indians, and African Americans) -the 16th, 17th, 18th, and 19th Amendments -child labor, and -labor unions.
- 18 **Topic:** Conflict and Prosperity  
**Standard:** Recognizes the causes of World War I -nationalism (honoring and promoting one's own nation above all others) -militarism (glorifying war and preparing armed forces for conflict), and -imperialism (creating an empire by dominating other nations).
- 19 **Topic:** Conflict and Prosperity  
**Standard:** Examines the impact of the following on American lifestyles of the 1920s: -development of steel industries -home ownership (as the American dream) -invention and use of the horseless carriage -organized sports, and -availability of electricity.
- 20 **Topic:** Depression, War and Recovery  
**Standard:** Gives examples of causes and effects of the Great Depression -social (e.g., farmers, tenants, sharecroppers, and factory workers) -economic (e.g., New Deal), and -political (e.g., New Deal).
- 21 **Topic:** Depression, War and Recovery  
**Standard:** Analyzes and explains major causes, events and personalities of World War II - resurgence of nationalism, militarism, and imperialism - major powers and their leaders - Pearl Harbor - the internment of Japanese Americans - the Holocaust, and - VE and VJ Day.
- 22 **Topic:** Depression, War and Recovery  
**Standard:** Identifies and make assessments about the social and economic impact on Georgia and the United States homefronts during World War II: - growth of suburbs - economic and military mobilization (women in the work force), and - increased technology (aviation, weapons, communication, and medicine).
- 23 **Topic:** Post World War II  
**Standard:** Describes the United States in world affairs since World War II including role in: - United Nations - Cold War - Korea - South Vietnam, and - Break-up of USSR.
- 24 **Topic:** Post World War II  
**Standard:** Categorizes the economic, social and political changes in the United States and Georgia since World War II including - segregation, desegregation and the Civil Rights Movement - patterns of immigration - role of women - advancement of technology, and - impact of drugs and gangs.

- 25 **Topic:** Culture  
**Standard:** Gives examples of and demonstrates how culture in the United States is reflected through art, music and literature during different historical periods including: - Jazz Age/Roaring Twenties - Harlem Renaissance/Big Band Era - Rock 'n' Roll, and - Contemporary Art.

## Strand: Core Social Study Skills

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- 26 **Topic:** Information Processing  
**Standard:** Uses features of books for information: table of contents, index, glossary, appendix, bibliography.
- 27 **Topic:** Information Processing  
**Standard:** Develops outlines through reading, listening or viewing.
- 28 **Topic:** Information Processing  
**Standard:** Determines sequences of events and identifies cause and effect relationships.
- 29 **Topic:** Information Processing  
**Standard:** Develops and interprets charts, tables, timelines, graphs, diagrams and other graphic aids.
- 30 **Topic:** Information Processing  
**Standard:** Distinguishes between fact and opinion.
- 31 **Topic:** Information Processing  
**Standard:** Distinguishes between primary and secondary sources and determines respective uses.
- 32 **Topic:** Information Processing  
**Standard:** Analyzes artifacts.
- 33 **Topic:** Information Processing  
**Standard:** Analyzes interpretations of the same event from multiple types of sources.
- 34 **Topic:** Information Processing  
**Standard:** Selects and discusses the main idea from a reading passage or listening activity.
- 35 **Topic:** Information Processing  
**Standard:** Makes predictions and comparisons based on factual information.
- 36 **Topic:** Information Processing  
**Standard:** Analyzes information from two or more sources for agreements, contradictions, facts and opinions.
- 37 **Topic:** Information Processing  
**Standard:** Formulates questions related to topic.
- 38 **Topic:** Information Processing  
**Standard:** Determines adequacy, relevancy and consistency of information for justifying conclusions or generalizations.
- 39 **Topic:** Problem Solving  
**Standard:** Identifies and defines a problem.
- 40 **Topic:** Problem Solving  
**Standard:** Formulates possible alternatives or solutions to a given problem.
- 41 **Topic:** Problem Solving  
**Standard:** Collects evidence using appropriate, reliable data.
- 42 **Topic:** Problem Solving  
**Standard:** Chooses a reasonable solution from among the various alternatives.
- 43 **Topic:** Civic Participation  
**Standard:** Follows established rules.

- 44 **Topic:** Civic Participation  
**Standard:** Shows respect for others.
- 45 **Topic:** Civic Participation  
**Standard:** Works within a group, following set rules of procedures to complete an assigned task.
- 46 **Topic:** Civic Participation  
**Standard:** Identifies and uses alternative methods of conflict resolution.
- 47 **Topic:** Civic Participation  
**Standard:** Formulates and defends positions on an issue.
- 48 **Topic:** Civic Participation  
**Standard:** Recognizes the right of others to present different viewpoints.
- 49 **Topic:** Civic Participation  
**Standard:** Participates in planning for effective civic actions and demonstrates effective civic actions.
- 50 **Topic:** Civic Participation  
**Standard:** Organizes and participates in activities for effective community actions.
- 51 **Topic:** Civic Participation  
**Standard:** Recognizes appropriate ways to influence public policy and civic actions.
- 52 **Topic:** Time and Chronology  
**Standard:** Computes difference between time zones.
- 53 **Topic:** Time and Chronology  
**Standard:** Uses definite time concepts as second, minute, decade, and century when describing events.
- 54 **Topic:** Time and Chronology  
**Standard:** Computes the length of time between two given dates.
- 55 **Topic:** Time and Chronology  
**Standard:** Makes timelines sequencing a series of events.
- 56 **Topic:** Map and Globes  
**Standard:** Draws conclusions based on multiple pieces of information included on maps.
- 57 **Topic:** Map and Globes  
**Standard:** Uses maps and globes to explain geographical settings of historical and current events.
- 58 **Topic:** Map and Globes  
**Standard:** Make generalizations about human activities in a geographic region using map information.
- 59 **Topic:** Map and Globes  
**Standard:** Translates geographic data into simple box graphs.
- 60 **Topic:** Map and Globes  
**Standard:** Uses grid systems, cardinal and intermediate directions to determine specific locations.
- 61 **Topic:** Map and Globes  
**Standard:** Uses cardinal and intermediate directions to locate various cultural/political and natural features on the earth.
- 62 **Topic:** Map and Globes  
**Standard:** Measures and compares different travel routes (air,land, and water).
- 63 **Topic:** Map and Globes  
**Standard:** Determines directions from the study of maps and globes.
- 64 **Topic:** Map and Globes  
**Standard:** Reviews parallels and meridians on globes and on flat maps.

- 65 **Topic:** Map and Globes  
**Standard:** Locates natural barriers that influenced exploration, the movement of people and settlements.
- 66 **Topic:** Map and Globes  
**Standard:** Locates the International Date Line to interpret time zones.
- 67 **Topic:** Map and Globes  
**Standard:** Uses atlases to locate and compare maps.
- 68 **Topic:** Map and Globes  
**Standard:** Explains that a map scale compares a map distance with a real distance on the earth.
- 69 **Topic:** Map and Globes  
**Standard:** Uses map keys to differentiate between natural and cultural features on the earth.
- 70 **Topic:** Map and Globes  
**Standard:** Demonstrates that scale can be expressed in alternative formats.
- 71 **Topic:** Map and Globes  
**Standard:** Uses map keys and legends to correctly interpret resource, product, historic, physical, political and economic maps.