



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**.

Africa in Transition

Africa is the world's second-largest continent, nearly four times the size of the United States. With 53 independent countries, more countries than any region of the world, Africa is extraordinarily diverse. Lesson plans are organized around six topics: an Overview of Africa; Politics and Government; Economics; Health, the Environment, and the Impact of War; Social and Cultural Issues; and Africa in Continental and World Affairs. The materials are organized around primary-source documents and video of former U.S. Secretaries of State and Defense, former world leaders and African experts. The following chart correlates *Africa in Transition* to the new GPS.

Lesson 1:
Africa: An
Overview

Africa in Transition



Georgia Performance Standards

Activity 1:
What are some
general
perceptions of
Africa?

SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

Activity 2:
What are
some of the
significant
geographic
features of
Africa?

SS7G1 The student will be able to describe and locate the important physical and human characteristics of Africa.
SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.
SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

Activity 3:
What was the
impact of the
slave trade on
Africa and
Europe?

SS7H2 The student will explain the reasons for the African independence movement.
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

Activity 4:
What effect did
European
Colonialism have
on African political
and economic
development?

SS7H2 The student will explain the reasons for the African independence movement.
SS7H3 The student will describe major developments in Africa since independence.
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.
SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.

Lesson 2:
Politics and
Government

Africa in Transition



Georgia Performance Standards

Activity 1:
What
were African
views on
nationalism and
independence
prior to
decolonization?

SS7H2 The student will explain the reasons for the African independence movement.
SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.

Activity 2: Why
has there been
so much
political
instability
in post-
independence
Africa?

SS7H3 The student will describe major developments in Africa since independence.
SS7CG1 The student will demonstrate an understanding of the modern governments of Africa.
SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.

Activity 3:
What is the
possibility for an
African political
renaissance?

SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.
SSEF4 The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.



Georgia Performance Standards

<p>Activity 1: What are some key economic factors affecting modern Africa?</p>	<p>SS7H3 The student will describe major developments in Africa since independence. SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment. SS7CG1 The student will demonstrate an understanding of the modern governments of Africa. SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya. SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments. SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action. SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services. SSWG1 The student will explain the physical aspects of geography. SSWG2 The student will explain the cultural aspects of geography. SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.</p>
<p>Activity 2: What are some reasons for economic underdevelopment in Africa?</p>	<p>SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment. SS7G3 The student will explain the impact of location, climate, natural resources, and population size on African countries. SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya. SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people. SSWG1 The student will explain the physical aspects of geography. SSWG2 The student will explain the cultural aspects of geography. SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.</p>
<p>Activity 3: How can African</p>	<p>SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.</p>

<p>countries build a framework for economic development?</p>	<p>SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.</p> <p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.</p> <p>SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money</p> <p>SSWG1 The student will explain the physical aspects of geography.</p> <p>SSWG2 The student will explain the cultural aspects of geography.</p> <p>SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.</p>
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Lesson 4:
Health, the
Environment, &
Impact of
War

Africa in Transition



Georgia Performance Standards

Activity 1: How are some of the health issues in Africa being addressed?

SS7H3 The student will describe major developments in Africa since independence.
SSWG2 The student will explain the cultural aspects of geography.

Activity 2: What has been the impact of HIV/AIDS on Africa?

SS7H3 The student will describe major developments in Africa since independence.
SSWG2 The student will explain the cultural aspects of geography.

Activity 3: What can be done to eliminate famine in Africa today?

SS7H3 The student will describe major developments in Africa since independence.
SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment.
SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.
SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

Activity 4: What is the impact of war on children in Africa?

SS7G4 The student will describe the cultural characteristics of different people who live in Africa.
SSWG2 The student will explain the cultural aspects of geography.

Lesson 5:
Social and
Cultural
Issues

Africa in Transition



Georgia Performance Standards

Activity 1:
What are some
characteristics
of families in
Africa?

SS7G4 The student will describe the cultural characteristics of different people who live in Africa.
SSWG2 The student will explain the cultural aspects of geography.

Activity 2:
What is the role
of women in
African society?

SS7G4 The student will describe the cultural characteristics of different people who live in Africa.
SSWG2 The student will explain the cultural aspects of geography.
SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

Activity 3:
What are some
characteristics
of African
ceremonial
masks?

SS7G4 The student will describe the cultural characteristics of different people who live in Africa.
SSWG2 The student will explain the cultural aspects of geography.

Lesson 6:
Continental
and World
Affairs

Africa in Transition



Georgia Performance Standards

Activity 1:
What are
some of Africa's
political and
economic ties
to the rest of the
world?

SS7E1 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 South Africa, Egypt, Nigeria, and Morocco.
SS7E2 The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.

Activity 2:
What political
and economic
interest does
the United
States have in
Africa?

SS7E1 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 South Africa, Egypt, Nigeria, and Morocco.
SS7E2 The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.
SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.

Activity 3: How
should Africans
and the
international
community
respond
to conflict in
Africa?

SS7H3 The student will describe major developments in Africa since independence.