



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**.

East Asia in Transition

Since the close of WW II, a number of East Asian nations have been forced to interact with western-style democracy and free-market capitalism. Some nations have begun to adopt many of these principles while others have decidedly taken other directions. In addition to background activities on the history and geography of this area, the lessons are organized around four topics: Politics in East Asia; the East Asian Economic Miracle; Social Issues; Human Rights and the Environment; and the US Interests in East Asia. The materials are organized around primary source documents and video from the conferences sponsored by the Southern Center. The following chart correlates *East Asia in Transition* to the new GPS.

Lesson 1:
East Asia:
An Overview

East Asia in Transition



Georgia Performance Standards

Activity 1:
What are the modern states and cultural traditions of East Asia?

SS7H7 The student will explain the growth and development of Southern and Eastern Asia.
SS7H9 The student will describe the major developments in eastern Asia during the 20th century.
SS7G12 The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.
SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.
SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.

Activity 2: How did East Asian countries move from colonialism to independence?

SS7H8 The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.
SS7H9 The student will describe the major developments in eastern Asia during the 20th century.
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

Activity 3: How does Filipino history reflect the transition from colonialism and neocolonialism to nationalism and democratization?

Activity 4: How did changes within the Communist bloc affect China?

SS7CG3 The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Lesson 2:
Politics in
East Asia

East Asia in Transition



Georgia Performance Standards

Activity 1:
What has been
the progress of
the
development
of Western-style
democracies in
East Asia?

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

Activity 2: How
have the issues
of division
and unification
affected the
political and
economic
development of
East Asian
countries?

SS7H9 The student will describe the major developments in eastern Asia during the 20th century.

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.

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.

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

SSWH21 The student will analyze globalization in the contemporary world.

Activity 3:
What future role
does the United
States have
in Vietnam?

Lesson 3:
The East
Asian
Economic
Miracle

East Asia in Transition



Georgia Performance Standards

Activity 1:
What is
the role of
cross-cultural
understanding in
international
relations?

SS7G12 The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.
SSWG2 The student will explain the cultural aspects of geography.
SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

Activity 2:
What constitutes
a favorable
balance of trade
between the
United States
and
Japan?

SS7E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in India, China, and Japan.
SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.
SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade

Activity 3:
What are
the stages of
export-led
industrialization
and how do they
apply to the
countries of
East Asia?

SS7E10 The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade

Lesson 4:
Social Issues,
Human Rights,
and the
Environment

East Asia in Transition



Georgia Performance Standards

Activity 1:
Should the issue
of human rights be
a factor in
determining
U.S. foreign
policy?

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

Activity 2:
How does
population
growth present a
challenge to
China?

SS7H9 The student will describe the major developments in eastern Asia during the 20th century.
SS7G10 The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.
SS7G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.
SSWG1 The student will explain the physical aspects of geography.
SSWG2 The student will explain the cultural aspects of geography.
SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

Activity 3:
What is the status
of women in East
Asia?

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

Lesson 5:
U.S.
Interests in
East Asia

East Asia in Transition



Georgia Performance Standards

Activity 1:
What are the
components of
economic
cooperation in
East Asia?

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

Activity 2:
Should
Japanese trade
with the United
States be more
tightly regulated?

SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.
SS7E10 The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.
SSEMA3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.
SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services.
SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade

Activity 3: Who
will guard the
Pacific?

Activity 4:
Should the
establishment of
international trade
agreements be
tied to human
rights concerns?

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