



CRCT Content Descriptions

based on the Georgia Performance Standards

Social Studies

Grades 3–8



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Criterion-Referenced Competency Tests (CRCT)

Content Descriptions Social Studies

Georgia law requires the development and administration of the CRCT in the content areas of Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each spring students in grades 1 through 8 take the Reading, English/Language Arts, and Mathematics CRCT, while students in grades 3 through 8 also take the Science and Social Studies CRCT. These tests are designed to measure student achievement of the Georgia Performance Standards (GPS).

Program Purpose

The CRCT is designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the GPS. The testing program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually.

Mandated Grades for Social Studies

Grades 3 through 8 are mandated to participate in the Social Studies CRCT each spring.

CRCT Content Descriptions

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the GPS will be assessed on the CRCT. Committees of Georgia educators reviewed the curriculum and provided guidance for the assessment program.

It is important to note that some curricular standards are better suited for classroom or individual assessment rather than large-scale, paper-pencil assessment. While those curricular standards designed for classroom/individual assessment are not included in the Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the GPS; they are provided to help educators better understand how the curriculum will be assessed. Furthermore, the CRCT Content Descriptions *by no means* suggest *when* concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-adopted curriculum (i.e., the GPS). The GPS is located at <http://www.georgiastandards.org>.

Social Studies Content Domains

To provide reliable measures as well as structure to the assessment program, the curricular standards provided in the GPS were grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for Social Studies are:

Grades 3–8

History

Geography

Government/Civics

Economics

Using the Social Studies CRCT Content Descriptions

The Social Studies CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The curriculum standards assessed in each domain are provided as are the related concepts, skills, and abilities assessed. It is important to note the differences between the GPS and the former curriculum. The GPS is a conceptual curriculum, requiring instruction be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when the full curriculum is taught in an integrated, conceptual fashion. In 6th and 7th grade there is an additional organization of the GPS. Besides being organized by domains, the 6th and 7th grade GPS are also organized by world regions. In 7th grade all regions are assessed equally; however, in 6th grade more emphasis is placed on the larger regions of Latin America and Europe than the countries of Canada and Australia. Further information on this is found in the GaDOE Frameworks and the Teacher Notes for each grade.

Social Studies

Grade: 3

Domain: History

Domain Description

History refers to describing how ancient Greek democracy in Athens influenced democracy in the United States and to explaining the contributions of selected Americans who have been important in ensuring the rights of United States citizens.

Standards Associated with Domain

SS3H1

SS3H2

Associated Concepts, Skills, and Abilities

- Identify the influence of Greek architecture (columns on the Parthenon, U.S. Supreme Court Building), law, and the Olympic Games on the present
- Explain the ancient Athenians' idea that a community should choose its own leaders
- Compare and contrast Athens as a direct democracy with the United States as a representative democracy
- Describe the lives of Americans who expanded people's rights and freedoms in a democracy (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)
- Explain social barriers, restrictions, and obstacles that historical figures (noted in SS3H2a) had to overcome and describe how they overcame them

Social Studies

Grade: 3

Domain: Geography

Domain Description

Geography refers to locating physical features in the United States and to understanding cultural and geographic systems associated with the people discussed in the history domain.

Standards Associated with Domain

SS3G1

SS3G2

Associated Concepts, Skills, and Abilities

- Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, and Hudson
- Identify major mountain ranges of the United States of America: Appalachian and Rocky
- Locate the equator, prime meridian, and lines of latitude and longitude on a globe
- Locate Greece on a world map
- Identify on a political map specific locations significant to the life and times of the historic figures noted in SS3H2a (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)
- Describe how place (physical and human characteristics) had an impact on the lives of the historic figures (noted in SS3H2a)
- Describe how each of the historic figures (noted in SS3H2a) adapted to and was influenced by his/her environment
- Trace examples of travel and movement of the historic figures (noted in SS3H2a) and their ideas across time
- Describe how the region in which the historic figures (noted in SS3H2a) lived affected their lives and had an impact on their cultural identification

Social Studies

Grade: 3

Domain: Government/Civics

Domain Description

Government/Civics refers to explaining the foundations of a republican form of government, describing the structure of the U.S. government, and determining how the people discussed in the history domain exhibited positive character traits.

Standards Associated with Domain

SS3CG1

SS3CG2

Associated Concepts, Skills, and Abilities

- Explain why in the United States there is a separation of power between branches of government and levels of government
- 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, county commission, or city council)
- State an example of the responsibilities of each level and branch of government
- Describe how the different historical figures in SS3H2a (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) displayed positive character traits of cooperation, diligence, courage, and leadership
- Explain how the historical figures (noted in SS3H2a) used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression
- Explain how the historical figures (noted in SS3H2a) chose when to respect and accept authority

Social Studies

Grade: 3

Domain: Economics

Domain Description

Economics refers to analyzing basic economic concepts followed by individuals, by local companies, agencies, and communities, and by countries.

Standards Associated with Domain

SS3E1

SS3E2

SS3E3

SS3E4

Associated Concepts, Skills, and Abilities

- Describe natural (land) resources
- Describe human (labor) resources
- Describe capital (capital goods) resources
- Describe entrepreneurship (used to create goods and services) resources
- Explain that governments provide certain types of goods and services in a market economy and pay for these through taxes, describing services such as schools, libraries, roads, police/fire protection, and military
- Describe the interdependence of consumers and producers of goods and services
- Describe how goods and services are allocated by price in the marketplace
- Explain that some things are made locally, some elsewhere in the country, and some in other countries
- Explain that most countries create their own currency for use as money
- Describe the costs and benefits of personal spending and saving choices