



# **CRCT Content Descriptions**

based on the Georgia Performance Standards

## **Social Studies**

Grades 3–8



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**August 2009**

**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 6<sup>th</sup> and 7<sup>th</sup> grade there is an additional organization of the GPS. Besides being organized by domains, the 6<sup>th</sup> and 7<sup>th</sup> grade GPS are also organized by world regions. In 7<sup>th</sup> grade all regions are assessed equally; however, in 6<sup>th</sup> 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: 4

Domain: History

### Domain Description

History refers to examining United States history from the development of Native American cultures to the antebellum period ending in 1860.

### Standards Associated with Domain

SS4H1

SS4H2

SS4H3

SS4H4

SS4H5

SS4H6

SS4H7

### Associated Concepts, Skills, and Abilities

- Locate where Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole)
- Describe how Native Americans used their environment to obtain food, clothing, and shelter
- Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier
- Describe examples of cooperation and conflict between Europeans and Native Americans
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
- Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans
- 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
- 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
- Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown
- 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
- Identify the weaknesses of the government established by the Articles of Confederation
- 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
- 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
- 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
- Describe the causes and events of the War of 1812; include burning of the Capitol and the White House

- 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)
- Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America
- Describe the impact of westward expansion on Native Americans
- Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton
- Explain the significance of Sojourner Truth to the abolitionist and suffrage movements

## **Social Studies**

**Grade:** 4

**Domain:** Geography

### **Domain Description**

Geography refers to locating physical and man-made features in the United States and to understanding how physical systems affect human systems.

### **Standards Associated with Domain**

SS4G1

SS4G2

### **Associated Concepts, Skills, and Abilities**

- 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
- Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal
- Explain why each of the Native American groups noted in SS4H1a (Arctic-Inuit, Northwest-Kwakiutl, Plateau-Nez Perce, Southwest-Hopi, Plains-Pawnee, and Southeastern-Seminole) occupied the areas they did, with emphasis on why some developed permanent villages and others did not
- Describe how the early explorers noted in SS4H2a (John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier) adapted, or failed to adapt, to the various physical environments in which they traveled
- Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein
- Explain how each force (Americans and British) attempted to use the physical geography of each battle site noted in SS4H4c (the Battles of Lexington and Concord, Saratoga, and Yorktown) to their benefit
- Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 as noted in SS4H6a (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)

## **Social Studies**

**Grade:** 4

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to describing important concepts and rights developed during the formation of the United States government.

### **Standards Associated with Domain**

SS4CG1

SS4CG2

SS4CG3

SS4CG4

SS4CG5

### **Associated Concepts, Skills, and Abilities**

- Describe the meaning of natural rights as found in the Declaration of Independence (the rights to life, liberty, and the pursuit of happiness)
- Describe the meaning of "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
- Describe the meaning of the federal system of government in the U.S.
- Explain the importance of freedom of expression as guaranteed by the First Amendment to the U.S. Constitution
- Explain the process for making and enforcing laws
- Explain managing conflicts and protecting rights
- Describe providing for the defense of the nation
- Explain limiting the power of people in authority
- Explain the fiscal responsibility of government
- Explain the necessity of respecting the rights of others and promoting the common good
- 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)
- Name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness)

**Social Studies****Grade:** 4**Domain:** Economics**Domain Description**

Economics refers to analyzing how economic concepts affect historical events and to explaining the importance of economics in students' lives.

**Standards Associated with Domain**

SS4E1

SS4E2

**Associated Concepts, Skills, and Abilities**

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America)
- Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce)
- Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies)
- Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America)
- Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies)
- Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph)
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important