



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: 5

Domain: History

Domain Description

History refers to examining United States history from the Civil War to the present.

Standards Associated with Domain

SS5H1	SS5H2	SS5H3	SS5H4
SS5H5	SS5H6	SS5H7	SS5H8
SS5H9			

Associated Concepts, Skills, and Abilities

- Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War
- Discuss how the issues of states' rights and slavery increased tensions between the North and South
- Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House
- Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson
- Describe the effects of war on the North and South
- Describe the purpose of the 13th, 14th, and 15th amendments
- Explain the work of the Freedmen's Bureau
- Explain how slavery was replaced by sharecropping and how African Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs
- Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail
- Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity)
- Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal
- Describe the reasons people emigrated to the United States, where they emigrated from, and where they settled
- Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations
- Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919
- Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh)
- Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens

- Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority
- Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens
- Describe Germany's aggression in Europe and Japanese aggression in Asia
- Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ days, and the Holocaust
- Discuss President Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki
- Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler
- Describe the effects of rationing and the changing role of women and African Americans; include "Rosie the Riveter" and the Tuskegee Airmen
- Explain the U.S. role in the formation of the United Nations
- Explain the origin and meaning of the term "Iron Curtain"
- Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization
- Identify Joseph McCarthy and Nikita Khrushchev
- Discuss the importance of the Cuban Missile Crisis and the Vietnam War
- Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
- Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- Discuss the significance of the technologies of television and space exploration
- Describe U.S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001
- Explain the impact the development of the personal computer and Internet has had on American life

Social Studies**Grade: 5****Domain: Geography****Domain Description**

Geography refers to locating important places in the United States and to explaining the impact of geography on economic development.

Standards Associated with Domain

SS5G1

SS5G2

Associated Concepts, Skills, and Abilities

- Locate important physical features, such as the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert
- Locate important man-made places, such as the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL
- Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900
- Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas

Social Studies

Grade: 5

Domain: Government/Civics

Domain Description

Government/Civics refers to evaluating concepts and rights as outlined in amendments to the United States Constitution and why the Constitution is amended.

Standards Associated with Domain

SS5CG1

SS5CG2

SS5CG3

Associated Concepts, Skills, and Abilities

- Explain the responsibilities of a citizen
- Explain the freedoms granted and rights protected by the Bill of Rights
- Explain the concept of due process of law and describe how the Constitution protects a citizen's rights by due process
- Explain the amendment process outlined in the Constitution
- Describe the purpose for the amendment process
- Explain the purpose of the 12th and 17th amendments
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments

Social Studies

Grade: 5

Domain: Economics

Domain Description

Economics refers to analyzing how economics affects historical events, society, and individuals.

Standards Associated with Domain

SS5E1

SS5E2

SS5E3

SS5E4

Associated Concepts, Skills, and Abilities

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during World War II)
- Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices)
- Describe how specialization improves standards of living (such as how specific economies in the North and South developed at the beginning of the 20th century)
- Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs)
- Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries)
- Give examples of technological advancements and their impact on business productivity during the continuing development of the United States
- Describe the household function in providing resources and consuming goods and services
- Describe the private business function in producing goods and services
- Describe the bank function in providing checking accounts, savings accounts, and loans
- Describe the government function in taxation and providing certain goods and services
- Describe how competition, markets, and prices influence people's behavior
- Describe how people earn income by selling their labor to businesses
- Describe how entrepreneurs take risks to develop new goods and services to start a business
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important