



Georgia Alternate Assessment (GAA) Standards for High School Retesters

Contains standards for student retesters who were assessed for the first time in High School **prior** to the 2014–2015 administration year.

Standards for High School Retesters – GPS ELA

For ELA student retesters who were assessed for the first time
prior to 2012–2013.

Georgia Alternate Assessment (GAA) Standards for High School Retesters – GPS ELA

Content Area	ELA Strand	Standard	Description	Element
ELA (GPS)	Reading and American Literature* *may use any high school literature	ELAALRL1	<p>The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events, and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	
			<p>The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction* (F) and provides evidence from the text to support understanding; the student:</p>	a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (e.g., chronological, <i>in medias res</i> , flashback, frame narrative, epistolary narrative) in works of American fiction* from different time periods.
				b. Identifies and analyzes patterns of imagery or symbolism.
				c. Relates identified elements in fiction to theme or underlying meaning.
				d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
				e. Analyzes the influence of mythic, traditional, or classical literature on American literature.*
				f. Traces the history of the development of American fiction.*
			<p>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction (NF) and/or informational materials and provides evidence from the text to support understanding; the student:</p>	a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.
				b. Analyzes and evaluates the logic and use of evidence in an author’s argument.
				c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
<p>The student identifies and analyzes elements of poetry (PO) from various periods of American literature* and provides evidence from the text to support understanding; the student:</p>	a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning. i. Sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance ii. Form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse iii. Figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion			
	b. Analyzes and evaluates the effects of diction and imagery (e.g., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.			
	c. Traces the historical development of poetic styles and forms in American literature.*			

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – GPS ELA

Content Area	ELA Strand	Standard	Description	Element	
ELA (GPS)	Reading and American Literature* *may use any high school literature	ELAALRL1	The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature* (DL) and provides evidence from the text to support understanding; the student:	a. Identifies and analyzes types of dramatic literature (e.g., political drama, modern drama, theatre of the absurd).	
				b. Analyzes the characters, structures, and themes of dramatic literature.	
				c. Identifies and analyzes dramatic elements (e.g., stage directions, fourth wall, expressionism, minimalism, dramatic irony).	
				d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.	
		ELAALRL5	The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	
				b. Uses knowledge of mythology, the Bible, and other works often alluded to in American literature* to understand the meanings of new words.	
					c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.
	Writing	ELA11W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student	a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.	
				b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.	
				c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.	
d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.					
e. Writes texts of a length appropriate to address the topic or tell the story.					
f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).					
g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.					

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – GPS ELA

Content Area	ELA Strand	Standard	Description	Element
ELA (GPS)	Writing	ELA11W2	The student demonstrates competence in a variety of genres.	
			The student produces narrative (N) writing that applies polished narrative strategies acquired in previous grades, in other genres of writing, such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.	
			The student produces expository (informational) writing (E) to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:	a. Engages the interest of the reader.
				b. Formulates a coherent thesis or controlling idea.
				c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.
				d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.
				e. Includes a variety of information on relevant perspectives, as applicable.
				f. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.
				g. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.
				h. Demonstrates an understanding of the elements of expository discourse (e.g., purpose, speaker, audience, form).
				i. Incorporates elements of discourse from other writing genres into exposition.
				j. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, and analogy.
				k. Uses language, point of view, characterization, style, and related elements effectively for specific rhetorical and aesthetic purposes.
l. Attains closure (e.g., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).				

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – GPS ELA

Content Area	ELA Strand	Standard	Description	Element
ELA (GPS)	Writing	ELA11W2	The student produces technical writing (T) that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades, in other genres of writing, and in a variety of writing situations, such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.	
			The student produces persuasive (PE) writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades, in other genres of writing, and in a variety of writing situations, such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.	

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – GPS ELA

Content Area	ELA Strand	Standard	Description	Element	
ELA (GPS)	Listening/ Speaking/ Viewing	ELA11LSV1	The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	a. Initiates new topics in addition to responding to adult-initiated topics.	
				b. Asks relevant questions.	
				c. Responds to questions with appropriate information.	
				d. Actively solicits another person's comments or opinion.	
				e. Offers own opinion forcefully without domineering.	
				f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	
				g. Gives reasons in support of opinions expressed.	
				h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
				i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g. recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
				j. Divides labor so as to achieve the overall group goal efficiently.	
		ELA11LSV2	When responding to visual and oral (VO) texts and media (e.g., television, radio, film productions, and electronic media), the student:	The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.	
				a. Recognizes strategies used by the media to inform, persuade, entertain (e.g., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).	
b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.					
c. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.					
d. Identifies the aesthetic effects of a media presentation (e.g., layout, lighting, color, camera angles, background, etc.).					
e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.					

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Content Area	ELA Strand	Standard	Description	Element
ELA (GPS)	Listening/ Speaking/ Viewing	ELA11LSV2	When delivering and responding to presentations (P), the student	a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.
				b. Evaluates and uses different effects (e.g., visual, music, sound, graphics) to create competent presentations or productions.
				c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.
				d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.

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Standards for High School Retesters – CCGPS ELA

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in **2012–2013** or **2013–2014**.

Georgia Alternate Assessment (GAA) Standards for High School Retesters – CCGPS ELA

Content Area	Domain	Standard	Indicator	Complete Description
Reading and American Literature* <i>*may use any high school literature</i>				
ELA (CCGPS)	Language (L)	ELACC.11-12.L.4		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
			a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
			b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
			c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
		d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
		ELACC.11-12.L.5		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			a.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
			b.	Analyze nuances in the meaning of words with similar denotations.
	Reading Informational (RI)* <i>*may use any high school literature</i>	ELACC.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
		ELACC.11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
		ELACC.11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
		ELACC.11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	
		ELACC.11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
ELACC.11-12.RI.6		Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
ELACC.11-12.RI.7		Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – CCGPS ELA

Content Area	Domain	Standard	Indicator	Complete Description	
Reading and American Literature* <i>*may use any high school literature</i>					
ELA (CCGPS)	Reading Informational (RI)*	ELACC.11-12.RI.8		Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses.)	
	*may use any high school literature	ELACC.11-12.RI.9		Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	
	Reading Literary (RL)*	*may use any high school literature	ELACC.11-12.RL.1		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
			ELACC.11-12.RL.2		Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
			ELACC.11-12.RL.3		Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
			ELACC.11-12.RL.4		Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
			ELACC.11-12.RL.5		Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
			ELACC.11-12.RL.6		Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
			ELACC.11-12.RL.7		Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
			ELACC.11-12.RL.9		Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – CCGPS ELA

Content Area	Domain	Standard	Indicator	Complete Description
Communication				
ELA (CCGPS)	Writing (W)	ELACC.9-10.W.1		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
			b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
			c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
		ELACC.9-10.W.2		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		ELACC.9-10.W.3		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
			d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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Content Area	Domain	Standard	Indicator	Complete Description
Communication				
ELA (CCGPS)	Speaking and Listening (SL)	ELACC.9-10.SL.1		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
			a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
			b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
			c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
			d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
		ELACC.9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
		ELACC.9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
		ELACC.9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
ELACC.9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			

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Standards for High School Retesters – Mathematics, Science, and Social Studies

For student retesters who were assessed for the first time **prior to 2014–2015.**

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
Mathematics I	Algebra	MM1A1	Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.	a. Represent functions using function notation.
				b. Graph the basic functions $f(x) = x^n$, where $n = 1$ to 3 , $f(x) = \sqrt{x}$, $f(x) = x $, and $f(x) = 1/x$.
				d. Investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of increase and decrease, maximum and minimum values, and end behavior.
				e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.
				f. Recognize sequences as functions with domains that are whole numbers.
				g. Explore rates of change, comparing constant rates of change (i.e., slope) versus variable rates of change. Compare rates of change of linear, quadratic, square root, and other function families.
				h. Determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither.
				MM1A2
		b. Perform operations with square roots.		
		c. Add, subtract, multiply, and divide polynomials.		
		e. Add, subtract, multiply, and divide rational expressions.		
		f. Factor expressions by greatest common factor, grouping, trial and error, and special products limited to the formulas below. $(x + y)^2 = x^2 + 2xy + y^2$ $(x - y)^2 = x^2 - 2xy + y^2$ $(x + y)(x - y) = x^2 - y^2$ $(x + a)(x + b) = x^2 + (a + b)x + ab$ $(x + y)^3 = x^3 + 3x^2y + 3xy^2 + y^3$ $(x - y)^3 = x^3 - 3x^2y + 3xy^2 - y^3$		
		g. Use area and volume models for polynomial arithmetic.		
		MM1A3	Students will solve simple equations.	
				b. Solve equations involving radicals such as $\sqrt{x} + b = c$, using algebraic techniques.
c. Use a variety of techniques, including technology, tables, and graphs to solve equations resulting from the investigation of $x^2 + bx + c = 0$.				

Please Note for Mathematics: Select either both Mathematics I and Mathematics II OR both GPS Algebra and GPS Geometry, based on the high school mathematics course offerings that were designated by the local system. **Do NOT combine the two course offerings, such as Mathematics I and GPS Geometry, or GPS Algebra and Mathematics II.**

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
Mathematics I	Geometry	MM1G1	Students will investigate properties of geometric figures in the coordinate plane.	a. Determine the distance between two points.
				b. Determine the distance between a point and a line.
				c. Determine the midpoint of a segment.
		MM1G3	Students will discover, prove, and apply properties of triangles, quadrilaterals, and other polygons.	e. Use the coordinate plane to investigate properties of and verify conjecture related to triangles and quadrilaterals.
				a. Determine the sum of interior and exterior angles in a polygon.
				b. Understand and use the triangle inequality, the side-angle inequality, and the exterior-angle inequality.
	Data Analysis and Probability	MM1D1	Students will determine the number of outcomes related to a given event.	c. Understand and use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, HL).
				d. Understand, use, and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, and kite.
		MM1D2	Students will use the basic laws of probability.	a. Apply the addition and multiplication principles of counting.
				b. Calculate and use simple permutations and combinations.
a. Find the probabilities of mutually exclusive events.				
MM1D3		Students will relate samples to a population.	b. Find the probabilities of dependent events.	
	c. Calculate conditional probabilities.			
	a. Compare summary statistics (mean, median, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions.			
				b. Compare the averages of the summary statistics from a large number of samples to the corresponding population parameters.
				c. Understand that a random sample is used to improve the chance of selecting a representative sample.

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
Mathematics II	Number and Operations	MM2N1	Students will represent and operate with complex numbers.	a. Write square roots of negative numbers in imaginary form.
				b. Write complex numbers in the form $a + bi$.
				c. Add, subtract, multiply, and divide complex numbers.
				d. Simplify expressions involving complex numbers.
	Algebra	MM2A1	Students will investigate step and piecewise functions, including greatest integer and absolute value functions.	c. Solve absolute value equations and inequalities analytically, graphically, and by using appropriate technology.
		MM2A2	Students will explore exponential functions.	a. Extend properties of exponents to include all integer exponents.
				b. Investigate and explain characteristics of exponential functions, including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease, rates of change, and end behavior.
				d. Solve simple exponential equations and inequalities analytically, graphically, and by using appropriate technology.
				e. Understand and use basic exponential functions as models of real phenomena.
				f. Understand and recognize geometric sequences as exponential functions with domains that are whole numbers.
				g. Interpret the constant ratio in a geometric sequence as the base of the associated exponential function.
				MM2A3
		d. Explore arithmetic series and various ways of computing their sums.		
e. Explore sequences of partial sums of arithmetic series as examples of quadratic functions.				
MM2A4	Students will solve quadratic equations and inequalities in one variable.	a. Solve equations graphically using appropriate technology.		
		b. Find real and complex solutions of equations by factoring, taking square roots, and applying the quadratic formula.		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
Mathematics II	Algebra	MM2A5	Students will explore inverses of functions.	a. Discuss the characteristics of functions and their inverses, including one-to-oneness, domain, and range.
				b. Determine inverses of linear, quadratic, and power functions and functions of the form $f(x) = a/x$, including the use of restricted domains.
	Geometry	MM2G1	Students will identify and use special right triangles.	a. Determine the lengths of sides of 30°-60°-90° triangles.
				b. Determine the lengths of sides of 45°-45°-90° triangles.
		MM2G3	Students will understand the properties of circles.	a. Understand and use properties of chords, tangents, and secants as an application of triangle similarity.
				b. Understand and use properties of central, inscribed, and related angles.
				c. Use the properties of circles to solve problems involving the length of an arc and the area of a sector.
		MM2G4	Students will find and compare the measures of spheres.	a. Use and apply surface area and volume of a sphere.
	b. Determine the effect on surface area and volume of changing the radius or diameter of a sphere.			
	Data Analysis and Probability	MM2D1	Using sample data, students will make informal inferences about population means and standard deviations.	a. Pose a question and collect sample data from at least two different populations.
				b. Understand and calculate the means and standard deviations of sets of data.
				c. Use means and standard deviations to compare data sets.
d. Compare the means and standard deviations of random samples with the corresponding population parameters, including those population parameters for normal distributions. Observe that the different sample means vary from one sample to the next. Observe that the distribution of the sample means has less variability than the population distribution.				
MM2D2	Students will determine an algebraic model to quantify the association between two quantitative variables.	a. Gather and plot data that can be modeled with linear and quadratic functions.		
		b. Examine the issues of curve fitting by finding good linear fits to data using simple methods such as the median-median line and "eyeballing."		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
GPS Algebra	Algebra	MM1A1	Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.	a. Represent functions using function notation.
				b. Graph the basic functions $f(x) = x^n$, where $n = 1$ to 3 , $f(x) = \sqrt{x}$, $f(x) = x $, and $f(x) = 1/x$.
				d. Investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of increase and decrease, maximum and minimum values, and end behavior.
				e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.
				f. Recognize sequences as functions with domains that are whole numbers.
				g. Explore rates of change, comparing constant rates of change (i.e., slope) versus variable rates of change. Compare rates of change of linear, quadratic, square root, and other function families.
				h. Determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither.
				MM1A2
		b. Perform operations with square roots.		
		c. Add, subtract, multiply, and divide polynomials.		
		e. Add, subtract, multiply, and divide rational expressions.		
		f. Factor expressions by greatest common factor, grouping, trial and error, and special products limited to the formulas below. $(x + y)^2 = x^2 + 2xy + y^2$ $(x - y)^2 = x^2 - 2xy + y^2$ $(x + y)(x - y) = x^2 - y^2$ $(x + a)(x + b) = x^2 + (a + b)x + ab$ $(x + y)^3 = x^3 + 3x^2y + 3xy^2 + y^3$ $(x - y)^3 = x^3 - 3x^2y + 3xy^2 - y^3$		
		g. Use area and volume models for polynomial arithmetic.		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
GPS Algebra	Algebra	MM1A3	Students will solve simple equations.	a. Solve quadratic equations in the form $ax^2 + bx + c = 0$, where $a = 1$, by using factorization and finding square roots where applicable.
				b. Solve equations involving radicals such as $\sqrt{x} + b = c$, using algebraic techniques.
				c. Use a variety of techniques, including technology, tables, and graphs to solve equations resulting from the investigation of $x^2 + bx + c = 0$.
		MM2A1	Students will investigate step and piecewise functions, including greatest integer and absolute value functions.	c. Solve absolute value equations and inequalities analytically, graphically, and by using appropriate technology.
		MM2A3	Students will analyze quadratic functions in the forms $f(x) = ax^2 + bx + c$ and $f(x) = a(x - h)^2 + k$.	c. Investigate and explain characteristics of quadratic functions, including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, intervals of increase and decrease, and rates of change.
				d. Explore arithmetic series and various ways of computing their sums.
				e. Explore sequences of partial sums of arithmetic series as examples of quadratic functions.
		MM2A4	Students will solve quadratic equations and inequalities in one variable.	a. Solve equations graphically using appropriate technology.
				b. Find real and complex solutions of equations by factoring, taking square roots, and applying the quadratic formula.

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
GPS Algebra	Number and Operations	MM2N1	Students will represent and operate with complex numbers.	a. Write square roots of negative numbers in imaginary form.
				b. Write complex numbers in the form $a + bi$.
				c. Add, subtract, multiply, and divide complex numbers.
				d. Simplify expressions involving complex numbers.
	Data Analysis and Probability	MM1D1	Students will determine the number of outcomes related to a given event.	a. Apply the addition and multiplication principles of counting.
				b. Calculate and use simple permutations and combinations.
		MM1D2	Students will use the basic laws of probability.	a. Find the probabilities of mutually exclusive events.
				b. Find the probabilities of dependent events.
				c. Calculate conditional probabilities.
		MM1D3	Students will relate samples to a population.	a. Compare summary statistics (mean, median, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions.
				b. Compare the averages of the summary statistics from a large number of samples to the corresponding population parameters.
				c. Understand that a random sample is used to improve the chance of selecting a representative sample.
MM2D2	Students will determine an algebraic model to quantify the association between two quantitative variables.	a. Gather and plot data that can be modeled with linear and quadratic functions.		
		b. Examine the issues of curve fitting by finding good linear fits to data using simple methods such as the median-median line and “eyeballing.”		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
GPS Geometry	Geometry	MM1G1	Students will investigate properties of geometric figures in the coordinate plane.	a. Determine the distance between two points.
				b. Determine the distance between a point and a line.
				c. Determine the midpoint of a segment.
				e. Use the coordinate plane to investigate properties of and verify conjectures related to triangles and quadrilaterals.
		MM1G3	Students will discover, prove, and apply properties of triangles, quadrilaterals, and other polygons.	a. Determine the sum of interior and exterior angles in a polygon.
				b. Understand and use the triangle inequality, the side-angle inequality, and the exterior-angle inequality.
				c. Understand and use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, HL).
				d. Understand, use, and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, and kite.
		MM2G1	Students will identify and use special right triangles.	a. Determine the lengths of sides of 30°-60°-90° triangles.
				b. Determine the lengths of sides of 45°-45°-90° triangles.
		MM2G3	Students will understand the properties of circles.	a. Understand and use properties of chords, tangents, and secants as an application of triangle similarity.
				b. Understand and use properties of central, inscribed, and related angles.
				c. Use the properties of circles to solve problems involving the length of an arc and the area of a sector.
		MM2G4	Students will find and compare the measures of spheres.	a. Use and apply surface area and volume of a sphere.
b. Determine the effect on surface area and volume of changing the radius or diameter of a sphere.				

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Math Strand	Standard	Description	Element
GPS Geometry	Data Analysis and Probability	MM2D1	Using sample data, students will make informal inferences about population means and standard deviations.	a. Pose a question and collect sample data from at least two different populations.
				b. Understand and calculate the means and standard deviations of sets of data.
				c. Use means and standard deviations to compare data sets.
				d. Compare the means and standard deviations of random samples with the corresponding population parameters, including those population parameters for normal distributions. Observe that the different sample means vary from one sample to the next. Observe that the distribution of the sample means has less variability than the population distribution.
	Algebra	MM2A2	Students will explore exponential functions.	a. Extend properties of exponents to include all integer exponents.
				b. Investigate and explain characteristics of exponential functions, including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease, rates of change, and end behavior.
				d. Solve simple exponential equations and inequalities analytically, graphically, and by using appropriate technology.
				e. Understand and use basic exponential functions as models of real phenomena.
				f. Understand and recognize geometric sequences as exponential functions with domains that are whole numbers.
				g. Interpret the constant ratio in a geometric sequence as the base of the associated exponential function.
MM2A5	Students will explore inverses of functions.	a. Discuss the characteristics of functions and their inverses, including one-to-oneness, domain, and range.		
		b. Determine inverses of linear, quadratic, and power functions and functions of the form $f(x) = a/x$, including the use of restricted domains.		

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Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Biology	SB1	Students will analyze the nature of the relationships between structures and functions in living cells.	a. Explain the role of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction.	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Explain how enzymes function as catalysts.	
				c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).	
				d. Explain the impact of water on life processes (i.e., osmosis, diffusion).	
		SB2	Students will analyze how biological traits are passed on to successive generations.	a. Distinguish between DNA and RNA.	
				b. Explain the role of DNA in storing and transmitting cellular information.	
				c. Using Mendel's laws, explain the role of meiosis in reproductive variability.	
				d. Describe the relationships between changes in DNA and potential appearance of new traits including <ul style="list-style-type: none"> • Alterations during replication. <ul style="list-style-type: none"> • Insertions • Deletions • Substitutions • Mutagenic factors that can alter DNA. <ul style="list-style-type: none"> • High energy radiation (x-rays and ultraviolet) • Chemical 	
				e. Compare the advantages of sexual reproduction and asexual reproduction in different situations.	
				f. Examine the use of DNA technology in forensics, medicine, and agriculture.	

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Biology	SB3	Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.	a. Explain the cycling of energy through the processes of photosynthesis and respiration.	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Compare how structures and function vary between the six kingdoms (archaeobacteria, eubacteria, protists, fungi, plants, and animals).	
				c. Examine the evolutionary basis of modern classification systems.	
				d. Compare and contrast viruses with living organisms.	
		SB4	Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.	a. Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.	
				b. Explain the flow of matter and energy through ecosystems by <ul style="list-style-type: none"> • Arranging components of a food chain according to energy flow. • Comparing the quantity of energy in the steps of an energy pyramid. • Explaining the need for cycling of major nutrients (C, O, H, N, P). 	
				c. Relate environmental conditions to successional changes in ecosystems.	
				d. Assess and explain human activities that influence and modify the environment such as global warming, population growth, pesticide use, and water and power consumption.	
				e. Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions.	
				f. Relate animal adaptations, including behaviors, to the ability to survive stressful environmental conditions.	

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Biology	SB5	Students will evaluate the role of natural selection in the development of the theory of evolution.	a. Trace the history of the theory.	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Explain the history of life in terms of biodiversity, ancestry, and the rates of evolution.	
				c. Explain how fossil and biochemical evidence support the theory.	
				d. Relate natural selection to changes in organisms.	
				e. Recognize the role of evolution to biological resistance (pesticide and antibiotic resistance).	
	Physical Science	SPS1	Students will investigate our current understanding of the atom.	a. Examine the structure of the atom in terms of <ul style="list-style-type: none"> • proton, electron, and neutron locations. • atomic mass and atomic number. • atoms with different numbers of neutrons (isotopes). • explain the relationship of the proton number to the element's identity. 	
				b. Compare and contrast ionic and covalent bonds in terms of electron movement.	
		SPS2	Students will explore the nature of matter, its classifications, and its system for naming types of matter.	a. Calculate density when given a means to determine a substance's mass and volume.	
				c. Use IUPAC nomenclature for transition between chemical names and chemical formulas of <ul style="list-style-type: none"> • binary ionic compounds (containing representative elements). • binary covalent compounds (i.e., carbon dioxide, carbon tetrachloride). 	
				d. Demonstrate the Law of Conservation of Matter in a chemical reaction.	
e. Apply the Law of Conservation of Matter by balancing the following types of chemical equations: <ul style="list-style-type: none"> • Synthesis • Decomposition • Single Replacement • Double Replacement 					

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Physical Science	SPS3	Students will distinguish the characteristics and components of radioactivity.	a. Differentiate among alpha and beta particles and gamma radiation.	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Differentiate between fission and fusion.	
				d. Describe nuclear energy, its practical application as an alternative energy source, and its potential problems.	
		SPS4	Students will investigate the arrangement of the Periodic Table.	a. Determine the trends of the following: <ul style="list-style-type: none"> • Number of valence electrons • Types of ions formed by representative elements • Location of metals, nonmetals, and metalloids • Phases at room temperature 	
				b. Use the Periodic Table to predict the above properties for representative elements.	
		SPS5	Students will compare and contrast the phases of matter as they relate to atomic and molecular motion.	a. Compare and contrast the atomic/molecular motion of solids, liquids, gases and plasmas.	
				b. Relate temperature, pressure, and volume of gases to the behavior of gases.	
		SPS6	Students will investigate the properties of solutions.	a. Describe solutions in terms of <ul style="list-style-type: none"> • solute/solvent • conductivity • concentration 	
				b. Observe factors affecting the rate a solute dissolves in a specific solvent.	
				c. Demonstrate that solubility is related to temperature by constructing a solubility curve.	
				d. Compare and contrast the components and properties of acids and bases.	
				e. Determine whether common household substances are acidic, basic, or neutral.	

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Physical Science	SPS7	Students will relate transformations and flow of energy within a system.	a. Identify energy transformations within a system (e.g., lighting of a match).	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Investigate molecular motion as it relates to thermal energy changes in terms of conduction, convection, and radiation.	
				c. Determine the heat capacity of a substance using mass, specific heat, and temperature.	
		SPS8	Students will determine relationships among force, mass, and motion.	a. Calculate velocity and acceleration.	
				b. Apply Newton’s three laws to everyday situations by explaining the following: <ul style="list-style-type: none"> • Inertia • Relationship between force, mass and acceleration • Equal and opposite forces 	
				c. Relate falling objects to gravitational force.	
				d. Explain the difference in mass and weight.	
				e. Calculate amounts of work and mechanical advantage using simple machines.	
		SPS9	Students will investigate the properties of waves.	a. Recognize that all waves transfer energy.	
				b. Relate frequency and wavelength to the energy of different types of electromagnetic waves and mechanical waves.	
				c. Compare and contrast the characteristics of electromagnetic and mechanical (sound) waves.	
				d. Investigate the phenomena of reflection, refraction, interference, and diffraction.	
				e. Relate the speed of sound to different mediums.	
				f. Explain the Doppler Effect in terms of everyday interactions.	

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Science Strand	Standard	Description	Element	Characteristics of Science
Science	Physical Science	SPS10	Students will investigate the properties of electricity and magnetism.	a. Investigate static electricity in terms of <ul style="list-style-type: none"> • friction • induction • conduction 	<ul style="list-style-type: none"> – Records investigations clearly and accurately – Uses scientific tools – Interprets graphs, tables, and charts – Writes clearly – Uses proper units – Organizes data into graphs, tables, and charts – Analyzes scientific data via calculations and inference – Uses models – Asks quality questions – Uses technology – Uses safety techniques – Recognizes the importance of explaining data with precision and accuracy
				b. Explain the flow of electrons in terms of <ul style="list-style-type: none"> • alternating and direct current. • the relationship among voltage, resistance and current. • simple series and parallel circuits. 	
				c. Investigate applications of magnetism and/or its relationship to the movement of electrical charge as it relates to <ul style="list-style-type: none"> • electromagnets • simple motors • permanent magnets 	

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH1	The student will describe European settlement in North America during the 17th century.	a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.
				b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
				c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
				d. Explain the reasons for French settlement of Quebec.
				e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.
		SSUSH2	The student will trace the ways that the economy and society of British North America developed.	a. Explain the development of mercantilism and the trans-Atlantic trade.
				b. Describe the Middle Passage, growth of the African population, and African-American culture.
				c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
				d. Explain the significance of the Great Awakening.
		SSUSH3	The student will explain the primary causes of the American Revolution.	a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
				b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
				c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.
		SSUSH4	The student will identify the ideological, military, and diplomatic aspects of the American Revolution.	a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
				b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
				c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
				d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH5	The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.	a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
				b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
				c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
				d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.
				e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).
		SSUSH6	The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.	a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
				b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.
				c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.
				d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.
				e. Describe the reasons for and importance of the Monroe Doctrine.
		SSUSH7	Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.	a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.
				b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
				c. Describe reform movements, specifically temperance, abolitionism, and public school.
				d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
				e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH8	The student will explain the relationship between growing north-south divisions and westward expansion.	a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).
				b. Explain the Missouri Compromise and the issue of slavery in western states and territories.
				c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.
				d. Describe the war with Mexico and the Wilmot Proviso.
				e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
		SSUSH9	The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.	a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
				b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
				c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
				d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
				e. Describe the significance of the Emancipation Proclamation.
				f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
		SSUSH10	The student will identify legal, political, and social dimensions of Reconstruction.	a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
				b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen's Bureau.
				c. Describe the significance of the 13th, 14th, and 15th amendments.
				d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
				e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
				f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

Georgia Alternate Assessment (GAA) Standards for High School Retesters – Mathematics, Science, and Social Studies

Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH11	The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.	a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.
				b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
				c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.
				d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.
		SSUSH12	The student will analyze important consequences of American industrial growth.	a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.
				b. Identify the American Federation of Labor and Samuel Gompers.
				c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.
				d. Describe the 1894 Pullman strike as an example of industrial unrest.
		SSUSH13	The student will identify major efforts to reform American society and politics in the Progressive Era.	a. Explain Upton Sinclair's <i>The Jungle</i> and federal oversight of the meatpacking industry.
				b. Identify Jane Addams and Hull House and describe the role of women in reform movements.
				c. Describe the rise of Jim Crow, <i>Plessy v. Ferguson</i> , and the emergence of the NAACP.
				d. Explain Ida Tarbell's role as a muckraker.
				e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
				f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.
		SSUSH14	The student will explain America's evolving relationship with the world at the turn of the twentieth century.	a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
				b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.				

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Social Studies	U.S. History	SSUSH15	The student will analyze the origins and impact of U.S. involvement in World War I.	a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
				b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
				c. Explain Wilson’s Fourteen Points and the proposed League of Nations.
				d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.
		SSUSH16	The student will identify key developments in the aftermath of WWI.	a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
				b. Identify Henry Ford, mass production, and the automobile.
				c. Describe the impact of radio and the movies.
				d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.
		SSUSH17	The student will analyze the causes and consequences of the Great Depression.	a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
				b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
				c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.
		SSUSH18	The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.	a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
				b. Explain the Wagner Act and the rise of industrial unionism.
				c. Explain the passage of the Social Security Act as a part of the second New Deal.
				d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.
				e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

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Social Studies	U.S. History	SSUSH19	The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.	a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
				b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
				c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
				d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
				e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
				f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.
		SSUSH20	The student will analyze the domestic and international impact of the Cold War on the United States.	a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
				b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
				c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
				d. Describe the Vietnam War, the Tet offensive, and growing opposition to the war.
				e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.
		SSUSH21	The student will explain the impact of technological development and economic growth on the United States, 1945–1975.	a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
				b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.
				c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.
				d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH22	The student will identify dimensions of the Civil Rights Movement, 1945–1970.	a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
				b. Identify Jackie Robinson and the integration of baseball.
				c. Explain <i>Brown v. Board of Education</i> and efforts to resist the decision.
				d. Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I Have a Dream Speech.
				e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
		SSUSH23	The student will describe and assess the impact of political developments between 1945 and 1970.	a. Describe the Warren Court and the expansion of individual rights as seen in the <i>Miranda</i> decision.
				b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
				c. Explain Lyndon Johnson's Great Society; include the establishment of Medicare.
				d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.
		SSUSH24	The student will analyze the impact of social change movements and organizations of the 1960s.	a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
				b. Describe the National Organization of Women and the origins and goals of the modern women's movement.
				c. Analyze the anti-Vietnam War movement.
				d. Analyze César Chávez and the United Farm Workers' movement.
				e. Explain the importance of Rachel Carson's <i>Silent Spring</i> and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.
				f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	U.S. History	SSUSH25	The student will describe changes in national politics since 1968.	a. Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
				b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.
				c. Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.
				d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.
				e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.
				f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.
				g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	Fundamental Economic Concepts	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.	a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.
				b. Define and give examples of productive resources (factors of production) (e.g., land (natural), labor (human), capital (capital goods), entrepreneurship).
				c. List a variety of strategies for allocating scarce resources.
				d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.
		SSEF2	The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.	a. Illustrate by means of a production possibilities curve the trade offs between two options.
				b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
		SSEF3	The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.	a. Give examples of how individuals and businesses specialize.
				b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.
		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.	a. Compare command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation.
				b. Evaluate how well each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, and stability.
		SSEF5	The student will describe the roles of government in a market economy.	a. Explain why government provides public goods and services, redistributes income, protects property rights, and resolves market failures.
				b. Give examples of government regulation and deregulation and their effects on consumers and producers.
		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.	a. Define productivity as the relationship of inputs to outputs.
				b. Give illustrations of investment in equipment and technology and explain their relationship to economic growth.
				c. Give examples of how investment in education can lead to a higher standard of living.

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	Microeconomic Concepts	SSEMI1	The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.	a. Illustrate by means of a circular flow diagram, the Product market; the Resource (factor) market; the real flow of goods and services between and among businesses, households, and government; and the flow of money.
				b. Explain the role of money as a medium of exchange.
		SSEMI2	The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.	a. Define the Law of Supply and the Law of Demand.
				b. Describe the role of buyers and sellers in determining market clearing price.
				c. Illustrate on a graph how supply and demand determine equilibrium price and quantity.
				d. Explain how prices serve as incentives in a market economy.
		SSEMI3	The student will explain how markets, prices, and competition influence economic behavior.	a. Identify and illustrate on a graph factors that cause changes in market supply and demand.
				b. Explain and illustrate on a graph how price floors create surpluses and price ceilings create shortages.
				c. Define price elasticity of demand and supply.
		SSEMI4	The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.	a. Compare and contrast three forms of business organization – sole proprietorship, partnership, and corporation.
				b. Explain the role of profit as an incentive for entrepreneurs.
				c. Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition.
	Macroeconomic Concepts	SSEMA1	The student will illustrate the means by which economic activity is measured.	a. Explain that overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, government, and net exports.
				b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.
				c. Explain how economic growth, inflation, and unemployment are calculated.
d. Identify structural, cyclical, and frictional unemployment.				
e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion, as well as recession and depression.				
f. Describe the difference between the national debt and government deficits.				

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	Macroeconomic Concepts	SSEMA2	The student will explain the role and functions of the Federal Reserve System.	a. Describe the organization of the Federal Reserve System.
				b. Define monetary policy.
				c. Describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment, and economic growth.
		SSEMA3	The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.	a. Define fiscal policy.
				b. Explain the government's taxing and spending decisions.
		International Economics	SSEIN1	The student will explain why individuals, businesses, and governments trade goods and services.
	b. Explain that most trade takes place because of comparative advantage in the production of a good or service.			
	c. Explain the difference between balance of trade and balance of payments.			
	SSEIN2		The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.	a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.
				b. Identify costs and benefits of trade barriers over time.
				c. List specific examples of trade barriers.
				d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.
				e. Evaluate arguments for and against free trade.
	SSEIN3		The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries.	a. Define exchange rate as the price of one nation's currency in terms of another nation's currency.
		b. Locate information on exchange rates.		
c. Interpret exchange rate tables.				
d. Explain why, when exchange rates change, some groups benefit and others lose.				

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Content Area	Social Studies Strand	Standard	Description	Element
Social Studies	Personal Finance Economics	SSEPF1	The student will apply rational decision making to personal spending and saving choices.	a. Explain that people respond to positive and negative incentives in predictable ways.
				b. Use a rational decision making model to select one option over another.
				c. Create a savings or financial investment plan for a future goal.
		SSEPF2	The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.	a. Compare services offered by different financial institutions.
				b. Explain reasons for the spread between interest charged and interest earned.
				c. Give examples of the direct relationship between risk and return.
				d. Evaluate a variety of savings and investment options; include stocks, bonds, and mutual funds.
		SSEPF3	The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.	a. Give examples of who benefits and who loses from inflation.
				b. Define progressive, regressive, and proportional taxes.
				c. Explain how an increase in sales tax affects different income groups.
		SSEPF4	The student will evaluate the costs and benefits of using credit.	a. List factors that affect credit worthiness.
				b. Compare interest rates on loans and credit cards from different institutions.
				c. Explain the difference between simple and compound interest rates.
		SSEPF5	The student will describe how insurance and other risk-management strategies protect against financial loss.	a. List various types of insurance such as automobile, health, life, disability, and property.
				b. Explain the costs and benefits associated with different types of insurance; include deductibles, premiums, shared liability, and asset protection.
		SSEPF6	The student will describe how the earnings of workers are determined in the marketplace.	a. Identify skills that are required to be successful in the workplace.
				b. Explain the significance of investment in education, training, and skill development.