

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8CG2 Analyze the role of the legislative branch in Georgia. Govn/Civics**

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the role of the legislative branch in Georgia to synthesize how laws are created, who plays a role in creating laws, and how the government generates money in Georgia; include information on the General Assembly, the Department of Revenue, the committee system, and the process for making a law</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the role of the legislative branch in Georgia</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> General Assembly, committee system, legislation, legislative branch, tax revenues, veto, bicameral</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia  <b><u>Learning Target 3:</u></b> Identify the purpose of the committee system within the Georgia General Assembly  <b><u>Learning Target 4:</u></b> Describe the process for making a law in Georgia  <b><u>Learning Target 5:</u></b> Identify how state government is funded and how spending decisions are made</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

<b>Prioritized Standard: SS8CG3 Analyze the role of the executive branch in Georgia state government. Govn/Civics</b>	
<b>Proficiency Scale</b>	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Analyze the role of the executive branch in Georgia state government to synthesize how state agencies administer programs and enforce laws; include the Secretary of State, Attorney General, Commissioner of Agriculture, and Commissioner of Labor</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Analyze the role of the executive branch in Georgia state government</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> lieutenant governor, governor, state agencies, executive branch, secretary of state, attorney general</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify the qualifications and duties of the governor and lieutenant governor and their role in the executive branch of state government</p> <p><b>Learning Target 3:</b> Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

<b>Prioritized Standard: SS8CG4 Analyze the role of the judicial branch in Georgia state government. Govn/Civics</b>	
<b>Proficiency Scale</b>	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the role of the judicial branch in Georgia to synthesize how judges are selected, how they interpret laws, and how they administer justice; include ways judges interpret criminal and civil law</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the role of the judicial branch in Georgia state government</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> judge, judicial branch, criminal law, civil law, appellate, trial, appointed</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify how judges are selected in Georgia  <b><u>Learning Target 3:</u></b> Identify the purposes of the judicial branch in Georgia state government  <b><u>Learning Target 4:</u></b> Identify differences between criminal and civil law  <b><u>Learning Target 5:</u></b> Identify the steps in the adult criminal justice system</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development. *Economics***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the influence of Georgia-based businesses on the state's economic growth and development and provide a logical argument describing how various industries experience risk and profit; include the agricultural, entertainment, manufacturing, service, and technology industries</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Evaluate the influence of Georgia-based businesses on the State's economic growth and development</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> profit, entrepreneur, agriculture industry, entertainment industry, manufacturing industry, service industry, technology industry</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the relationship between entrepreneurs and profit  <b><u>Learning Target 3:</u></b> Identify the relationship between entrepreneurs and risk  <b><u>Learning Target 4:</u></b> Describe the economic impact of various industries to Georgia including agricultural, entertainment, manufacturing, service, and technology.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H1.a Evaluate the impact of European exploration and settlement on American Indians in Georgia. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the characteristics of American Indians living in Georgia at the time of European contact and provide a logical argument describing how European exploration and settlement in Georgia changed daily life for the American Indian</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> horticulture, maize, chert, commoners, elites, Mississippian Indians, mounds</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the culture of American Indians living in Georgia prior to European contact  <b><u>Learning Target 3:</u></b> Identify the foods and tools used by American Indians living in Georgia prior to European contact  <b><u>Learning Target 4:</u></b> Identify the types of shelter and towns created by American Indians living in Georgia prior to European contact</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

<b>Prioritized Standard: SS8H2 Analyze the colonial period of Georgia's history. <i>Historical Understandings</i></b>	
<b>Proficiency Scale</b>	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze similarities and differences between colonial periods in Georgia's history (royal and trustee); include information on the Charter of 1732, the roles of Oglethorpe, Tomochichi and Musgrove, the impact of diverse groups, and the transition from a trustee to a royal colony</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the colonial period of Georgia's history</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> charter, philanthropy, trustee, trustee period, royal period, settlement, mercantilism</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons for the settlement of Georgia as outlined in the Charter of 1732</p> <p><b><u>Learning Target 3:</u></b> Describe the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff</p> <p><b><u>Learning Target 4:</u></b> Identify the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period</p> <p><b><u>Learning Target 5:</u></b> Describe Georgia's transition into a royal colony as it relates to land ownership, slavery, alcohol, and government</p> <p><b><u>Learning Target 6:</u></b> Identify goods and services produced and traded in colonial Georgia</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H3.c Analyze the role of Georgia in the American Revolutionary Era. Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the allegiance of Loyalists and Patriots in Georgia during the American Revolutionary War and provide a logical argument from both perspectives explaining why Georgians identified as a Loyalist or Patriot; include the Battle of Kettle Creek and Siege of Savannah in the argument</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> revolution, proclamation, Loyalists, Patriots</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons why some Georgians identified as Loyalists during the Revolutionary War  <b><u>Learning Target 3:</u></b> Identify reasons why some Georgians identified as Patriots during the Revolutionary War  <b><u>Learning Target 4:</u></b> Identify the significance of the Battle of Kettle Creek  <b><u>Learning Target 5:</u></b> Identify the significance of the Siege of Savannah</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H4.e Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the roles of John Ross, John Marshall, and Andrew Jackson as they relate to the Cherokee Nation in Georgia and draw conclusions on how their actions impacted the removal of the Cherokee from Georgia; include Dahlonega Gold Rush and Worcester v. Georgia</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> displacement, missionary, land lottery, sovereign nation, Trail of Tears</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the key people (John Ross, John Marshall, and Andrew Jackson) who led to the removal of the Cherokees from Georgia known as the Trail of Tears</p> <p><b><u>Learning Target 3:</u></b> Identify the key events (Dahlonega Gold Rush and Worcester v. Georgia) which led to the removal of the Cherokees from Georgia known as the Trail of Tears</p> <p><b><u>Learning Target 4:</u></b> Identify what occurred during the Trail of Tears</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H5 Analyze the impact of the Civil War on Georgia. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the impact of the Civil War on Georgia by considering key issues (such as slavery, states' rights, and nullification) and key events (such as Lincoln's election, Sherman's March to the Sea, and the Union blockade of Georgia's coast) to provide a logical argument describing the role Georgia played in the Civil War</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the impact of the Civil War on Georgia</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> secession, civil war, nullification, compromise, states' rights, Confederacy, blockade</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Describe the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia</p> <p><b><u>Learning Target 3:</u></b> Describe Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

### Prioritized Standard: SS8H6 Analyze the impact of Reconstruction on Georgia. *Historical Understandings*

	Proficiency Scale
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the impact of Reconstruction in Georgia by considering the roles of the 13th, 14th, and 15th Amendments and the key features of the Lincoln, Johnson, and Congressional Reconstruction plans to draw conclusions why organizations (such as the Ku Klux Klan and Freedman's Bureau) and different goods and services (such as sharecropping and tenant farming) emerged during Reconstruction</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the impact of Reconstruction in Georgia</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> Reconstruction, Freedman's Bureau, Ku Klux Klan, sharecropping, tenant farming, black codes, intimidation</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the major outcomes of the 13th, 14th, and 15th Amendments in Reconstruction  <b><u>Learning Target 3:</u></b> Identify the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.  <b><u>Learning Target 4:</u></b> Identify the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan  <b><u>Learning Target 5:</u></b> Identify the reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction  <b><u>Learning Target 6:</u></b> Identify examples of goods and services produced during the Reconstruction Era</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H7.b Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the different ways rights were denied to African Americans or Blacks during the New South era by considering Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence to draw conclusions on the political, social, and economic impacts they had on Georgia</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> Jim Crow laws, "separate but equal", disenfranchise, riot, racial violence, white primary</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify ways rights were denied to African Americans or Blacks during the New South Era that had a political impact; include Plessy v. Ferguson, white primaries, and disenfranchisement</p> <p><b><u>Learning Target 3:</u></b> Identify ways rights were denied to African Americans or Blacks during the New South Era that had a social impact; include Jim Crow laws, Plessy v. Ferguson, and racial violence</p> <p><b><u>Learning Target 4:</u></b> Identify ways rights were denied to African Americans or Blacks during the New South Era that had an economic impact; include 1906 Atlanta Riot, Jim Crow laws, and Plessy v. Ferguson</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 8 Social Studies GSE Learning Map

**Prioritized Standard: SS8H11 Evaluate the role of Georgia in the modern civil rights movement. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Critique the role of Georgia in the modern civil rights movement and provide a logical argument describing how various individuals, groups, and events contributed to the political and social changes that emerged in Georgia as a result of Brown v. Board of Education, the Civil Rights Act of 1964, and the March on Washington</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Evaluate the role of Georgia in the modern civil rights movement</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> integration, segregation, civil rights, nonviolence, discrimination, movement</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify ways that Georgia responded to Brown v. Board of Education; include the 1956 flag, resistance to integration, and the Sibley Commission</p> <p><b><u>Learning Target 3:</u></b> Identify the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC), and events (Albany Movement and March on Washington) in the Civil Rights Movement</p> <p><b><u>Learning Target 4:</u></b> Describe the the role of Lester Maddox and his resistance to the 1964 Civil Rights Act</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success