

	Essential Standards	Essential Standard (s) Learning Targets	Supporting Standards	Supporting Standard (s) Learning Targets
<p>Unit: 1 Geography</p> <p>Estimated Teaching Time: 12 days</p>	<p>G1a. Locate GA in relation to region, nation, continent, and hemispheres.</p> <p>G1b. Distinguish among the five geographic regions of GA in terms of location, climate, agriculture, and economic contribution.</p> <p>E1 Explain how the four transportation systems (road, air, water, rail) of GA contribute to the development and growth of state’s economy</p>	<p>G1a. I can locate GA in relation to region, nation, continent, and hemispheres.</p> <p>G1b. I can identify and label the five geographic regions of GA on a map of the state. I can identify the climate, agriculture, and economic contribution of each region.</p> <p>E1 I can explain how the four transportation systems (road, air, water, rail) of GA contribute to the dev and growth of state’s economy</p>	<p>G1c. Locate key physical features of GA and explain their importance; Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p> <p>G1d. Analyze the importance of water in GA’s historical development and economic growth.</p> <p>E1 a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deep-water ports, and railroads interact to support the exchange of goods and services domestically and internationally.</p> <p>E1 b. Explain how the four transportation systems provide jobs for Georgians.</p>	<p>G1c. I can label on a map the key physical features of GA and explain their importance.</p> <p>G1d. I can analyze the importance of water in GA’s historical development and economic growth.</p> <p>E1 a. I can evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deep-water ports, and railroads interact to support the exchange of goods and services domestically and internationally.</p> <p>E1 b. I can explain how the four transportation systems provide jobs for Georgians.</p>
<p>Unit: 2 Exploration and Colonization</p>	<p>SS8H1b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests</p>	<p>H1b. I can explain the reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.</p>	<p>H1a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture,</p>	<p>H1a. I can describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food,</p>

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<p>Estimated Teaching Time: 18 days</p>	<p>of the Spanish and British in the Southeastern area</p> <p>H2 a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).</p> <p>H2d. Explain the transition of GA into a royal colony with regard to land ownership, slavery, alcohol, and government.</p>	<p>H2 a. I can explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).</p> <p>H2d. I can explain the transition of GA into a royal colony with regard to land ownership, slavery, alcohol, and government.</p>	<p>food, weapons/tools, and shelter. H1c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.</p> <p>H2b. Analyze the relationship between Oglethorpe, Tomochichi, and Musgrove in establishing the city of Savannah at Yamacraw Bluff.</p> <p>H2c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling GA during the Trustee Period.</p> <p>H2e. Give examples of the kinds of goods and services produced and traded in colonial GA. establishing the city of Savannah at Yamacraw Bluff.</p>	<p>weapons/tools, and shelter. H1c. I can evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.</p> <p>H2b. I can analyze the relationship between Oglethorpe, Tomochichi, and Musgrove in establishing the city of Savannah at Yamacraw Bluff.</p> <p>H2c. I can evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling GA during the Trustee Period.</p> <p>H2e. I can give examples of the kinds of goods and services produced and traded in colonial GA.</p>
<p>Unit: 3 Revolution to Statehood</p> <p>Estimated Teaching Time: 15 days</p>	<p>SSH3b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration)... SSH3d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the</p>	<p>H3b. I can interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration). H3d. I can analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new Constitution.</p>	<p>H3a. Explain the causes of the American Revolution as they impacted GA; including the French and Indian War, Proclamation of 1763, and the Stamp Act.</p>	<p>H3a. I can explain the causes of the American Revolution as they impacted GA; including the French and Indian War, Proclamation of 1763, and the Stamp Act.</p>

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	writing of a new Constitution.			
Unit: 4 Westward Expansion Estimated Teaching Time: 14 days	SSH4c. Explain how technological developments, including the cotton gin and railroads, had an impact on GA's growth.	H4c. I can explain how technological developments, including the cotton gin and railroads, had an impact on GA's growth.	H4a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals. H4b. Evaluate the impact of land policies pursued by GA; include the headright system, land lotteries, and the Yazoo Land Fraud.	H4a. I can explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals. H4b. I can evaluate the impact of land policies pursued by GA; include the headright system, land lotteries, and the Yazoo Land Fraud.
Unit 5: Civil War Estimated Teaching Time: 20 days	H5a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the GA Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in GA.	H5a. I can explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the GA Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in GA.	H5b. Explain 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.	H5b. I can explain 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.
Unit 6: Reconstruction Estimated Teaching Time: 10 days	SS8H6a. Explain the roles of the 13 th , 14 th , and 15 th Amendments in Reconstruction. H6b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. H6e. Give examples of goods and services produced during the Reconstruction Era, including the use of	H6a. I can explain the roles of the 13 th , 14 th , and 15 th Amendments in Reconstruction. H6b. I can explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. H6e. I can give examples of goods and services produced during the Reconstruction Era, including the use of	H6c. Compare and contrast the goals and outcomes of the Freeman's Bureau and the Ku Klux Klan. H6d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.	H6c. I can compare and contrast the goals and outcomes of the Freeman's Bureau and the Ku Klux Klan. H6d. I can examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.

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	sharecropping and tenant farming.	sharecropping and tenant farming.		
Unit 7: New South Estimated Teaching Time: 10 days	SSH7b. 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. SS8H7c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.	SS8H7b. I can 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. SS8H7c. I can explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.	SS8H7a Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists. SS8H7d Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.	SS8H7a I can identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists. SS8H7d I can examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.
Unit 8: WWI, Great Depression, WWII Estimated Teaching Time: 16 days	SSH8d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state. SS8H9a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.	H8d. I can discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state. SS8H9a. I can describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.	H8b. Explain the economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). H8e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration. H9b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.	H8b. I can explain the economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). H8e. I can examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration. H9b. I can evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.

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Unit 9: Post WWII (1945-1969) & Civil Rights Estimated Teaching Time: 14 days	H10a. Explain how technology transformed agriculture and created a population shift within the state. H10b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state. SS8H11b. Describe 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.	H10a. I can explain how technology transformed agriculture and created a population shift within the state. H10b. I can explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state. H11b. I can describe 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.	H11a. Explain GA’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission. H11c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.	H11a. I can explain GA’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission. H11c. I can explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.
Unit 10: Late 20th Century Estimated Teaching Time: 7 days	SS8H12b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. H12d. Analyze GA’s role in the national and global economy of the 21 st Century, with regard to tourism, Savannah port expansion, and the film industry. E2c. I can evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.	H12b. I can describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. H12d. I can analyze GA’s role in the national and global economy of the 21 st Century, with regard to tourism, Savannah port expansion, and the film industry. E2c. I can evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.	H12a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state H12c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth. E2b. Explain how entrepreneurs take risks to develop new goods and services to start a business.	H12a. I can explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state H12c. I can evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth. H12b. I can explain how entrepreneurs take risks to develop new goods and services to start a business.
Unit 11: Georgia’s Government Estimated Teaching Time: 16 days	CG1c. Describe the rights and responsibilities of citizens according to the Georgia Constitution. CG2c. Explain the process for making a law in Georgia. CG3a. Explain the qualifications for the governor	CG1c. I can describe the rights and responsibilities of citizens according to the Georgia Constitution. CG2c. I can explain the process for making a law in Georgia. CG3a. I can explain the qualifications for the governor	CG1a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution. CG1d. List voting qualifications for	CG1a. I can explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.

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	<p>and lieutenant governor and their role in the executive branch of state government.</p> <p>CG4b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.</p> <p>CG6a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.</p> <p>CG5a. Explain the difference between delinquent and unruly behavior and the consequences of each.</p> <p>CG5b. Describe the rights of juveniles involved in the juvenile justice system.</p>	<p>and lieutenant governor and their role in the executive branch of state government.</p> <p>CG4b. I can analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.</p> <p>CG6a. I can explain the origins and purposes, of city, county, and special-purpose governments in Georgia.</p> <p>CG5a. I can explain the difference between delinquent and unruly behavior and the consequences of each.</p> <p>CG5b. I can describe the rights of juveniles involved in the juvenile justice system.</p>	<p>elections in Ga. CG1e. Identify wisdom, justice, moderation, and courage as the four principles in the pledge of allegiance to the Georgia flag.</p> <p>CG2b. Describe the purpose of the committee system within the Georgia General Assembly.</p> <p>CG3b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.</p> <p>CG4c. Explain the difference between criminal law and civil law.</p> <p>CG6b. Describe how local government is funded and how spending decisions are made.</p> <p>CG5c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>	<p>CG2b. I can describe the purpose of the committee system within the Georgia General Assembly.</p> <p>CG3b. I can describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.</p> <p>CG4c. I can explain the difference between criminal law and civil law.</p> <p>CG6b. I can describe how local government is funded and how spending decisions are made</p> <p>CG5c. I can explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<p>Unit 12: Personal Money Management</p> <p>Estimated Teaching Time: 5 days</p>	E3a-d Explain the principles of effective personal money management.	E3a-d I can explain the principles of effective personal money management.	E3a-d. Income, household budget, savings, debt risks	E3a-d. Income, household budget, savings, debt risks

