Teaching & Learning Standards

8th GRADE



Cherokee County School District

Social Studies

Georgia Studies

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

From kindergarten to fifth grade, Social Studies standards integrated the three dimensions of **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs).** Starting in sixth grade, the Social Studies add a fourth dimension, the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)**, to emphasize the importance of content literacy in the social studies classroom. These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
IPS. 1: **Compare** similarities and differences (A)	**MGS.1:** Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	**Reading Standards:** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
IPS. 2: **Organize** items chronologically (A)	**MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
IPS.3: **Identify** issues and/or problems and alternative solutions (A)	**MGS.3:** Use a letter/number grid system to determine location. (A)		
IPS.4: Distinguish between facts and opinion. (A)	**MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map. (A)		
IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	**MGS.5:** Use graphic scales to determine distances on a map. (A)		

IPS.6: Identify and use primary and secondary sources. (A)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)	Geographic Understandings (G)	**Writing Standards:** • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
IPS.7: Interpret timelines, charts, and tables. (A)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (A)		
IPS.8: Identify social studies reference resources to use for a specific purpose. (A)	**MGS.8:** Draw conclusions and make generalizations based on information from maps. (A)		
IPS.9: Construct charts and tables. (A)	**MGS.9:** Use latitude and longitude to determine location. (D)		
IPS.10: Analyze artifacts. (A)		Government/Civic Understandings (CG)	
IPS.11: Draw conclusions and make generalizations. (A)			
IPS.12: Analyze graphs and diagrams. (A)			
IPS.13: Translate dates into centuries, eras, or ages. (A)	**MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
IPS.14: Formulate appropriate research questions. (A)	**MGS.11:** Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)	Economic Understandings (E)	
IPS.15: Determine adequacy and/or relevancy of information. (A)			
IPS.16: Check for consistency of information. (A)			
IPS.17: Interpret political cartoons. (M)			

8th Grade
Social Studies

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

Semester 1 (August – December)

Unit 1 – Georgia Geography (2 weeks)

G1: Describe Georgia's geography and climate.

G1.b: Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

- Economic contribution - Consider the most profitable industries in the five geographic regions of Georgia.

G1.a: Locate Georgia in relation to region, nation, continent, and hemispheres.

G1.c: Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

G1.d: Analyze the importance of water in Georgia's historical development and economic growth.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.9: Use latitude and longitude to determine location.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Locate Georgia in relation to nation and continent	**Locate** Georgia in relation to region and hemispheres. **Identify** the five geographic regions of Georgia. **Locate** key physical features of Georgia	**Describe** the five geographic regions of Georgia in terms of location, climate, and agriculture. **Explain** the importance of key physical features of Georgia. **Describe** the importance of water in Georgia's historical development	**Distinguish** among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution **Analyze** the importance of water in Georgia's historical development and economic growth.

Unit 2 – Native Americans & European Exploration (2 weeks)

H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia.

H1.c: 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.

H1.a: Describe the characteristics of American Indians living in Georgia at the time of European contact from explorers; to include culture, food, weapons/tools, and shelter.

- Consider how the society was organized, how the people acquired their food, what basic types of weapons and tools were used, and what type of shelter was typical for this society.

H1.b: Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Describe reasons for European exploration and settlement of North America	**Explain** reasons for European exploration and settlement in America, with emphasis on the British and Spanish in the Southeastern area	**Analyze**, using various sources, the impact of Spanish contact on American Indians
Identify characteristics of American Indians living in Georgia at the time of European contact	**Describe** characteristics of American Indians living in Georgia at the time of European contact	**Describe**, using various sources, characteristics of American Indians living in Georgia at the time of European contact	**Analyze**, using various sources, the characteristics of American Indians living in Georgia at the time of European contact

Unit 3 – Georgia Colonization (3 weeks)

H2: **Analyze the colonial period of Georgia's history.**

H2.a: Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).

H2.d: Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.

H2.b: Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.

H2.c: Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.

H2.e: Give examples of the kinds of goods and services produced and traded in colonial Georgia.

- Consider the crops or products the Trustees requested that the colonists provide in the Charter of 1732.

E1.a: Evaluate the ways in which deepwater ports support the exchange of goods and services during colonial Georgia.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Identify diverse groups settling in Georgia during the Trustee Period	**Explain** the Charter of 1732 and the reasons for settlement **Describe** diverse groups settling in Georgia during the Trustee Period	**Evaluate** the role of diverse groups in settling Georgia during the Trustee Period
		Explain the transition of Georgia into a royal colony	

Unit 4 – American Revolution (3 weeks)

H3: **Analyze the role of Georgia in the American Revolutionary Era.**

H3.a: Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.

H3.d: Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.

H3.b: Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.

H3.c: 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.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Identify causes of the American Revolution **Identify** the Declaration of Independence **Identify** Loyalists and Patriots	**Explain** some causes of the American Revolution. **Explain** the parts of the Declaration of Independence. **Describe** the roles of Loyalists and Patriots in Georgia	**Explain** how some causes of the American Revolution impacted Georgia **Interpret** the three parts of the Declaration of Independence. **Analyze** the significance of Loyalists and Patriots in Georgia.
	Identify the Articles of Confederation	**Identify** weaknesses of the Articles of Confederation	**Analyze** how weaknesses in the Articles of Confederation contributed to the writing of a new federal constitution

Unit 5 – Westward Expansion & Indian Removal (4 weeks)

H4: Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

H4.e: 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.

E1: Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the economic development and growth of the state's economy.

H4.a: Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.

H4.b: Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.

H4.c: Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

H4.d: Describe the role of William McIntosh in the removal of the Muscogee (Creek) from Georgia.

E1.a: Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

E1.b: Explain how the four transportation systems provide jobs for Georgians.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Describe land policies pursued by Georgia. **Identify** technological developments that had an impact on Georgia's growth. **Identify** William McIntosh.	**Explain** reasons for the establishment of the University of Georgia. **Explain** land policies pursued by Georgia **Explain** how technological developments had an impact on Georgia's growth.	**Explain** reasons for the westward movement of Georgia's capitals. **Evaluate** the impact of land policies pursued by Georgia. **Analyze** how key people and events led to the Trail of Tears.

Unit 6 – Civil War & Reconstruction (3 weeks)

H5: **Analyze the impact of the Civil War on Georgia.**

H6: **Analyze the impact of Reconstruction on Georgia.**

H6.b: Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.

H5.a: Explain 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.

H5.b: 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.

H6.a: Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.

H6.c: Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.

H6.d: Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.

H6.e: Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

E2.c: Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Identify key issues and events that led to the Civil War. **Identify** Georgia's role in the Civil War.	**Explain** key issues and events that led to the Civil War. **Explain** Georgia's role in the Civil War.	**Analyze** the importance of key issues and events that led to the Civil War.
Identify the 13th, 14th, and 15th Amendments as part of Reconstruction	**Describe** the three amendments in general terms. **Describe** the Lincoln, Johnson, and Congressional plans for reconstruction. **Identify** the goals and outcomes of the Freedmen's Bureau or the Ku Klux Klan **Give** examples of goods and services produced during Reconstruction	**Explain** the roles of 13th, 14th, & 15th Amendments in Reconstruction. **Explain** key features of the 3 Reconstruction plans. **Explain** the goals and outcomes of the Freedmen's Bureau and the KKK during Reconstruction. **Describe** the reasons for and the results of the removal of African American/ Black Legislators from Georgia's General Assembly. **Describe** sharecropping and tenant farming during Reconstruction.	**Analyze** the impact of the 13th, 14th, & 15th Amendments on Reconstruction in GA. **Analyze** and **compare** features of the 3 Reconstruction Plans. **Compare & Contrast** the goals and outcomes of the Freedman's Bureau and the Ku Klux Klan during Reconstruction. **Examine** the reasons for and the results of the removal of African American/ Black Legislators from the General Assembly.

Semester 2 (January - May)

Unit 7 – New South (2 weeks)

H7: Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

H7.a: 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.

E2: Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

H7.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 Race Massacre.

H7.c: 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.

H7.d: Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

E2.a: Describe how profit is an incentive for entrepreneurs.

E2.b: Explain how entrepreneurs takes risks to develop new goods and services to start a business.

E2.c: Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST1: Write arguments focused on *discipline-specific content*.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Identify the New South Era in Georgia's history.	**Identify** the ways individuals, groups, and events attempted to shape the New South. **Identify** how rights were denied to African Americans/Blacks through political, social, and economic means. **Identify** Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon. **Identify** antisemitism and resistance to racial equality as shown in the Leo Frank case.	**Describe** how individuals, groups and events attempted to shape the New South. **Explain** how Jim Crow laws and other tactics were used to deny rights to African Americans/Blacks. **Explain** the roles of Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon in advancing the rights of African Americans/Blacks. **Explain** how the Leo Frank case was an example of antisemitism and resistance to racial equality.	**Analyze** methods that were used to deny rights to African Americans/Blacks, including Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.

Unit 8 – Early 20th Century (3 weeks)

H8: **Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.**

H8.a: Describe Georgia's contributions to World War I.

H8.b: Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).

- Consider the economic impact of the boll weevil and the drought in the 1920s and 1930s on Georgia prior to the Great Depression.
- Consider the national economic factors that resulted in the Great Depression (e.g., bank failures, reduction in purchasing, and agricultural overproduction).

H9: **Describe the role of Georgia in WWII.**

H9.b: Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.

H8.c: Describe Eugene Talmadge's opposition to the New Deal Programs.

H8.d: Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.

H8.e: 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.

H9.a: Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.

H9.c: Explain the economic and military contributions of Richard Russell and Carl Vinson.

E1a: Evaluate the ways in which the Georgia deepwater ports and railroads interact to support the exchange of goods and services domestically and internationally.

E1b: Explain how the four transportation systems provide jobs for Georgians.

E2c: Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Identify the Great Depression.	**Describe** some factors that led to the Great Depression. **Identify** Eugene Talmadge. **Identify** President Roosevelt's ties to Georgia. **Identify** some New Deal programs.	**Describe** Georgia's contributions to WWI. **Explain** economic factors that led to the Great Depression. **Describe** Eugene Talmadge's opposition to New Deal programs. **Describe** President Roosevelt's ties to Georgia and his impact on the state. **Describe** the effects of the New Deal programs.	**Analyze** Georgia's contributions to WWI. **Examine** the effects of New Deal programs such as the Civilian Conservation Corps, the Agricultural Adjustment Act, the Rural Electrification Administration, and the Social Security Administration.

	Identify key events leading up to American involvement in WWII. **Identify** Richard Russell and Carl Vinson.	**Describe** the Lend-Lease Act and the bombing of Pearl Harbor as key events leading up to American involvement in WWII. **Explain** the impact of the Bell Bomber Plant, military bases, and shipyards on Georgia during WWII. **Explain** the contributions of Richard Russell and Carl Vinson.	

Unit 9 – Post WWII & Civil Rights (5 weeks)

H10: **Evaluate key post-World War II developments in Georgia.**

H10.a: Explain how technology transformed agriculture and created a population shift within the state.

H10.c: Describe the relationship between the end of the white primary and the 1946 governor's race.

H11: **Evaluate the role of Georgia in the modern civil rights movement.**

H11.b: 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.

H10.b: Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.

- Consider infrastructure improvements, building projects, and the acquisition of professional sports teams (link to E1.a,b and E2.c).

H11.a: Explain Georgia's response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.

H11.c: Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

E1.a: Evaluate the ways in which the Georgia deepwater ports and railroads interact to support the exchange of goods and services domestically and internationally.

E1.b: Explain how the four transportation systems provide jobs for Georgians.

E2.c: Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST1: Write arguments focused on discipline-specific content.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Identify new agricultural technology after World War II.	**Describe** how technology transformed agriculture in Georgia after World War II. **Identify** William B. Hartsfield and Ivan Allen Jr. as mayors of Atlanta.	**Explain** how technology transformed agriculture and created a population shift in Georgia. **Describe** the relationship between the end of the white primary and the 1946 governor's race.	**Evaluate** the relationship between the end of the white primary and the 1946 governor's race.
Identify Brown v. Board of Education as a Supreme Court decision. **Identify** Martin Luther King, Jr. as a key individual in the Civil Rights Movement. **Identify** the 1964 Civil Rights Act.	**Describe** the Brown v Board of Education. **Identify** key individuals, groups, and events in the Civil Rights Movement. **Describe** the resistance to the 1964 Civil Rights Act.	**Explain** the impact of the Brown v. Board of Education decision in Georgia. **Explain** key individuals, groups, and events in the Civil Rights Movement. **Explain** the resistance to the 1964 Civil Rights Act, including the role of Lester Maddox.	**Explain** Georgia's response to the Brown v. Board of Education decision, the 1956 flag, and the Sibley Commission. **Evaluate** the role of individuals, groups, and events in the Civil Rights Movement.

Unit 10 – Modern Georgia (2 weeks)

H12: Explain the importance of developments in Georgia since the late 20th century.

E2: Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

H12.a: Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.

H12.b: Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

- Consider Jimmy Carter's impact on Georgia's history through his stance on education, the organization of state government, and the activities of the Carter Center.

H12.c: Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.

- Consider that some impacts will overlap between short and long-term effects.

H12.d: Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.

E2.a: Describe how profit is an incentive for entrepreneurs.

E2.b: Explain how entrepreneurs take risks to develop new goods and services to start a business.

E2.c: Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on discipline-specific content.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Identify Maynard Jackson and Andrew Young. **Identify** Jimmy Carter. **Identify** the 1996 Olympics in Georgia.	**Describe** the development of Atlanta under Mayors Maynard Jackson and Andrew Young. **Describe** the role of Jimmy Carter in GA as state senator, governor, president, and past president. **Describe** the 1996 Olympics in GA. **Identify** GA's role in the national and global economy.	**Explain** how development under Atlanta Mayors Maynard Jackson and Andrew Young impacted the state. **Explain** the impact of hosting the 1996 Olympics on Georgia's economic growth. **Describe** Georgia's role in the national and global economy regarding tourism, port expansion, and the film industry.	**Evaluate** the impact of hosting the 1996 Olympics on Georgia's economic growth. **Analyze** Georgia's role in the national and global economy regarding tourism port expansion and the film industry.

Unit 11 – Government (5 weeks)

CG1: **Describe the foundations of Georgia's government.**

CG1.a: 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.

CG2: **Analyze the role of the legislative branch in Georgia.**

CG2.a: Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.

CG3: **Analyze the role of the executive branch in Georgia state government.**

CG3.a: Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.

CG4: **Analyze the role of the judicial branch in Georgia state government.**

CG4.b: Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.

CG5: **Explain how the Georgia court system treats juvenile offenders.**

CG5.a: Explain the difference between delinquent and unruly behavior and the consequences of each.

CG6: **Analyze the role of local governments in the state of Georgia.**

CG6.a: Explain the origins and purposes of city, county, and special-purpose governments in Georgia.

- Consider the reason that each type of government was created.
- Consider the purpose(s) each type of government serves (e.g., court processes, services, and special functions).

CG1.b: Explain separation of powers and checks and balances among Georgia's three branches of government.

CG1.c: Describe the rights and responsibilities of citizens according to the Georgia Constitution.

CG1.d: List voting qualifications for elections in Georgia.

CG1.e: Identify wisdom, justice, moderation, and courage as the four principles in the Pledge of Allegiance to the Georgia Flag

CG2.b: Describe the purpose of the committee system within the Georgia General Assembly.

CG2.c: Explain the process for making a law in Georgia.

CG2.d: Describe how state government is funded and how spending decisions are made.

CG3.b: Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

CG4.a: Describe the ways that judges are selected in Georgia.

CG4.c: Explain the difference between criminal law and civil law.

CG4.d: Explain the steps in the adult criminal justice system beginning with arrest.

CG5.b: Describe the rights of juveniles involved in the juvenile justice system.

CG5.c: Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

CG6.b: Describe how local government is funded and how spending decisions are made.

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
Identify Georgia's three branches of government.	**Describe** separation of powers and checks and balances. **Identify** the rights and responsibilities of citizens according to the Georgia Constitution. **Identify** wisdom, justice, and moderation as the three principles	**Identify** that Georgia's state constitution has a preamble, a bill of rights, and amendments. **Explain** separation of powers and checks and balances within Georgia's government. **Explain** the rights and responsibilities of citizens	**Explain** the basic structure of Georgia's state constitution and describe its relationship to the United States Constitution

	in the Pledge of Allegiance to the Georgia flag	according to the Georgia Constitution. **List** voting qualifications for elections in Georgia	
Identify the General Assembly as the lawmaking body in GA.	**Identify** qualifications for members of the General Assembly. **Identify** the committee system within the General Assembly.	**Explain** the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia. **Describe** the purpose of the committee system within the General Assembly. **Identify** the process of making a law in Georgia. **Describe** how state government is funded and how spending decisions are made.	**Explain** the process for making a law in Georgia.
Identify the governor and lieutenant governor as leaders of the executive branch in state government	**Identify** the qualifications for governor and lieutenant governor; identify the role of the executive branch	**Explain** the qualifications for governor and lieutenant governor and their roles in the executive branch of state government. **Describe** how the executive branch fulfills its role through state agencies	

Identify judges as leaders in the judicial branch of state government	**Identify** how judges are selected in Georgia. **Identify** an example of criminal law or civil law. **Identify** steps in the adult criminal justice system	**Describe** the judicial branch's purposes of interpreting the laws of Georgia and administering justice. **Explain** the difference between criminal law and civil law. **Explain** the steps in the adult criminal justice system, beginning with arrest	**Analyze** the judicial branch's purposes of interpreting the laws of Georgia and administering justice
	Identify examples of delinquent and unruly behavior. **Identify** that juveniles in the juvenile justice system have rights. **Identify** the steps in the juvenile justice system when a juvenile is first taken into custody	**Explain** the difference between delinquent and unruly behavior and the consequences of each. **Describe** the rights of the juveniles involved in the juvenile justice system; explain the steps in the juvenile justice system	
Identify that there are city, county, and special purpose governments in Georgia.	**Describe** city, county, and special purpose governments in Georgia.	**Describe** the purposes of city, county, and special purpose governments in Georgia. **Describe** how local government is funded and how spending decisions are made.	**Explain** the origins and purposes of city, county, and special-purpose governments in Georgia.

Unit 12 – Personal Finance (1 week)

E3: Explain the principles of effective personal money management.

E3.a: Explain that income is the starting point for personal financial management.

E3.b: Describe the reasons for and the benefits of a household budget.

E3.c: Describe the reasons for and the benefits of savings.

E3.d: Describe the uses of debt and associated risks.

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Milestone Achievement Level Descriptors			
Beginning	**Developing**	**Proficient**	**Distinguished**
	Identify/define income. **Identify** the components of a household budget. **Identify/define** savings. **Identify/define** debt.	**Explain** that income is a starting point for personal financial management. **Describe** the reasons for and benefits of a household budget. **Describe** the reasons for and benefits of savings. **Describe** the uses of debt and the associated risks.	