



# **CRCT Content Descriptions**

based on the Georgia Performance Standards

## **Social Studies**

Grades 3 – 5, and 8



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**Criterion-Referenced Competency Tests (CRCT)**  
**Content Descriptions**  
**Social Studies**

Georgia law requires the development and administration of the CRCT in the content areas of Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each spring students in grades 1 through 8 take the Reading, English/Language Arts, and Mathematics CRCT, while students in grades 3 through 8 also take the Science and Social Studies CRCT. These tests are designed to measure student achievement of the Georgia Performance Standards (GPS).

**Program Purpose**

The CRCT is designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the GPS. The testing program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually.

**Mandated Grades for Social Studies**

Grades 3 through 8 are mandated to participate in the Social Studies CRCT each spring.

**CRCT Content Descriptions**

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the GPS will be assessed on the CRCT. Committees of Georgia educators reviewed the curriculum and provided guidance for the assessment program.

It is important to note that some curricular standards are better suited for classroom or individual assessment rather than large-scale, paper-pencil assessment. While those curricular standards designed for classroom/individual assessment are not included in the Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the GPS; they are provided to help educators better understand how the curriculum will be assessed. Further, the CRCT Content Descriptions, *by no means*, suggest *when* concepts and skills should be introduced in the instructional sequence; rather, its purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-adopted curriculum (i.e., the GPS). The GPS is located at <http://www.georgiastandards.org>.

## **Social Studies Content Domains**

To provide reliable measures as well as structure to the assessment program, the curricular standards provided in the GPS were grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for Social Studies are:

Grades 3–8

History

Geography

Government/Civics

Economics

## **Using the Social Studies CRCT Content Descriptions**

The Social Studies CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The curriculum standards assessed in each domain are provided as are the related concepts, skills, and abilities assessed. It is important to note the differences between the GPS and the former curriculum. The GPS is a conceptual curriculum, requiring instruction be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when the full curriculum is taught in an integrated, conceptual fashion.

## **Social Studies**

**Grade:** 3

**Domain:** History

### **Domain Description**

History refers to describing how ancient Greek democracy in Athens influenced democracy in the United States and to explain the contributions of selected Americans who have been important in ensuring the rights of United States citizens.

### **Standards Associated with Domain**

SS3H1

SS3H2

### **Associated Concepts, Skills, and Abilities**

- Identify the influence of Greek architecture (Parthenon, U.S. Supreme Court Building), law, and the Olympic Games on the present
- Explain the ancient Athenians' idea that a community should choose its own leaders
- Compare and contrast Athens as a direct democracy with the United States as a representative democracy
- Describe the lives of Americans (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights) who expanded people's rights and freedoms in a democracy
- Explain social barriers, restrictions, and obstacles that historical figures (noted in SS3H2a) had to overcome and describe how they overcame them

## **Social Studies**

**Grade:** 3

**Domain:** Geography

### **Domain Description**

Geography refers to locating physical features in the United States and to understanding cultural and geographic systems associated with the people discussed in the history domain.

### **Standards Associated with Domain**

SS3G1

SS3G2

### **Associated Concepts, Skills, and Abilities**

- Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, and Hudson
- Identify major mountains of the United States of America: Appalachian and Rocky
- Locate the equator, prime meridian, and lines of latitude and longitude on a globe
- Locate Greece on a world map
- Identify on a political map specific locations significant to the life and times of the historic figures noted in SS3H2a (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights)
- Describe how place (physical and human characteristics) had an impact on the lives of the historic figures (noted in SS3H2a)
- Describe how each of the historic figures (noted in SS3H2a) adapted to and was influenced by his/her environment
- Trace examples of travel and movement of the historic figures (noted in SS3H2a) and their ideas across time
- Describe how the region in which the historic figures (noted in SS3H2a) lived affected their lives and had an impact on their cultural identification

## **Social Studies**

**Grade:** 3

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to explaining the foundations of a republican form of government describing the structure of the U.S. government, and determining how the people discussed in the history domain exhibited positive character traits.

### **Standards Associated with Domain**

SS3CG1

SS3CG2

### **Associated Concepts, Skills, and Abilities**

- Explain why in the United States there is a separation of power between branches of government and levels of government
- Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, city commission, or city council)
- State an example of the responsibilities of each level and branch of government
- Describe how the historic figures in SS3H2a (Paul Revere-independence, Frederick Douglass-civil rights, Susan B. Anthony-women's rights, Mary McLeod Bethune-education, Franklin D. Roosevelt-New Deal and World War II, Eleanor Roosevelt-United Nations and human rights, Thurgood Marshall-civil rights, Lyndon B. Johnson-Great Society and voting rights, and Cesar Chavez-workers' rights) display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority

## **Social Studies**

**Grade:** 3

**Domain:** Economics

### **Domain Description**

Economics refers to analyzing basic economic concepts followed by individuals, by local companies, agencies, and communities, and by countries.

### **Standards Associated with Domain**

SS3E1

SS3E2

SS3E3

SS3E4

### **Associated Concepts, Skills, and Abilities**

- Describe natural (land) resources
- Describe human (labor) resources
- Describe capital (capital goods) resources
- Describe entrepreneurship (used to create goods and services) resources
- Explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military
- Describe the interdependence of consumers and producers of goods and services
- Describe how goods and services are allocated by price in the marketplace
- Explain that some things are made locally, some elsewhere in the country, and some in other countries
- Explain that most countries create their own currency for use as money
- Describe the costs and benefits of personal spending and saving choices

## Social Studies

Grade: 4

Domain: History

### Domain Description

History refers to examining United States history from the development of Native American cultures to the antebellum period ending in 1860.

### Standards Associated with Domain

SS4H1	SS4H2	SS4H3	SS4H4
SS4H5	SS4H6	SS4H7	

### Associated Concepts, Skills, and Abilities

- Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole)
- Describe how the American Indians used their environment to obtain food, clothing, and shelter
- Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier
- Describe examples of cooperation and conflict between Europeans and Native Americans
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
- Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans
- Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party
- Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power
- Describe the major events of the Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord and Yorktown
- Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams
- Identify the weaknesses of the government established by the Articles of Confederation
- Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery
- Identify the three branches of the U.S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states
- Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791
- Describe the causes of the War of 1812; include burning of the Capitol and the White House

- Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)
- Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America
- Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton
- Explain the significance of Sojourner Truth's address ("Ain't I a Woman?" 1851) to the Ohio Women's Rights Convention

## **Social Studies**

**Grade:** 4

**Domain:** Geography

### **Domain Description**

Geography refers to locating physical and man-made features in the United States and to understanding how physical systems affect human systems.

### **Standards Associated with Domain**

SS4G1

SS4G2

### **Associated Concepts, Skills, and Abilities**

- Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes
- Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal
- Explain why each of the Native American groups noted in SS4H1a (Arctic-Inuit, Northwest-Kwakiutl, Plateau-Nez Perce, Southwest-Hopi, Plains-Pawnee, and Southeastern-Seminole) occupied the areas they did, with emphasis on why some developed permanent villages and others did not
- Describe how the early explorers noted in SS4H2a (John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier) adapted, or failed to adapt, to the various physical environments in which they traveled
- Explain how the physical geography of each colony helped determine economic activities practiced therein
- Explain how each force (Americans and British) attempted to use the physical geography of each battle site noted in SS4H4c (the Battles of Lexington and Concord and Yorktown) to their benefit
- Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 as noted in SS4H6a (the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas-the Alamo and independence, Oregon-Oregon Trail, and California-Gold Rush and the development of mining towns)

## **Social Studies**

**Grade:** 4

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to describing important concepts and rights developed during the formation of the United States government.

### **Standards Associated with Domain**

SS4CG1

SS4CG2

SS4CG3

SS4CG4

SS4CG5

### **Associated Concepts, Skills, and Abilities**

- Describe the meaning of natural rights as found in the Declaration of Independence (the rights to life, liberty, and the pursuit of happiness)
- Describe the meaning of "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
- Describe the meaning of the federal system of government in the U.S.
- Explain the importance of freedom of expression as written in the First Amendment to the U.S. Constitution
- Explain the process for making and enforcing laws
- Explain managing conflicts and protecting rights
- Describe providing for the defense of the nation
- Explain limiting the power of people in authority
- Explain the fiscal responsibility of government
- Explain the necessity of respecting the rights of others and promoting the common good
- Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials)
- Name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness)

## **Social Studies**

**Grade:** 4

**Domain:** Economics

### **Domain Description**

Economics refers to analyzing how economic concepts affect historical events and to explaining the importance of economics in students' lives.

### **Standards Associated with Domain**

SS4E1

SS4E2

### **Associated Concepts, Skills, and Abilities**

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to the New World)
- Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce)
- Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed)
- Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America)
- Describe how trade promotes economic activity (such as trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution)
- Give examples of technological advancements and their impact on business productivity during the development of the United States
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important

## Social Studies

Grade: 5

Domain: History

### Domain Description

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

### Standards Associated with Domain

SS5H1	SS5H2	SS5H3	SS5H4
SS5H5	SS5H6	SS5H7	SS5H8
SS5H9			

### Associated Concepts, Skills, and Abilities

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

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

## **Social Studies**

**Grade: 5**

**Domain: Geography**

### **Domain Description**

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

### **Standards Associated with Domain**

SS5G1

SS5G2

### **Associated Concepts, Skills, and Abilities**

- Locate important physical features, such as:
  - the Grand Canyon
  - Salton Sea
  - Great Salt Lake
  - the Mojave Desert
- Locate important man-made places, such as:
  - the Chisholm Trail
  - Pittsburgh, PA
  - Gettysburg, PA
  - Kitty Hawk, NC
  - Pearl Harbor, HI
  - Montgomery, AL
- Identify and explain the factors influencing industrial location in the United States after the Civil War
- Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century  
(May use graphics for illustrating and explaining the dispersion of primary economic activities)
- Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power

## **Social Studies**

**Grade: 5**

**Domain:** Government/Civics

### **Domain Description**

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

### **Standards Associated with Domain**

SS5CG1

SS5CG2

SS5CG3

SS5CG4

### **Associated Concepts, Skills, and Abilities**

- Explain the responsibilities of a citizen
- Explain the freedoms granted by the Bill of Rights
- Explain the concept of due process of law
- Describe how the Constitution protects a citizen's rights by due process
- Explain the amendment process outlined in the Constitution
- Describe the purpose for the amendment process
- Explain the purpose of the 12th and 17th amendments
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments
- Explain the meaning of "e pluribus unum" and the reason it is the motto of the United States

## **Social Studies**

**Grade:** 5

**Domain:** Economics

### **Domain Description**

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

### **Standards Associated with Domain**

SS5E1

SS5E2

SS5E3

SS5E4

### **Associated Concepts, Skills, and Abilities**

- Describe opportunity costs and their relationship to decision-making across time (such as decisions to remain unengaged at the beginning of World War II in Europe)
- Explain how price incentives affect people's behavior and choices (such as monetary policy during the Great Depression)
- Describe how specialization improves standards of living (such as how specific economies in the North and South developed at the beginning of the 20th century)
- Explain how voluntary exchange helps both buyers and sellers (such as the G8 countries)
- Describe how trade promotes economic activity (such as trade activities today under NAFTA)
- Give examples of technological advancements and their impact on business productivity during the development of the United States
- Describe the private business function in producing goods and services
- Describe the bank function in providing checking accounts, savings accounts, and loans
- Describe the government function in taxation and providing certain goods and services
- Describe how competition, markets, and prices influence people's behavior
- Describe how people earn income by selling their labor to businesses
- Describe how entrepreneurs take risks to develop new goods and services to start a business
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important

**The grades 6 and 7 social studies content descriptions are undergoing revisions to ensure alignment with the newly revised Georgia Performance Standards (GPS). For current information related to these newly revised standards and instructional frameworks, please view [www.georgiastandards.org](http://www.georgiastandards.org).**

**The revised content descriptions for social studies in these grades will be posted to the GaDOE website later this fall.**

## Social Studies

Grade: 8

Domain: History

### Domain Description

History refers to analyzing Georgia's role in the history of the United States from the development of Native American cultures to the present time.

### Standards Associated with Domain

SS8H1	SS8H2	SS8H3	SS8H4
SS8H5	SS8H6	SS8H7	SS8H8
SS8H9	SS8H10	SS8H11	SS8H12

### Associated Concepts, Skills, and Abilities

- Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact
- Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands and the explorations of Hernando DeSoto
- Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area
- Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah
- Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida
- Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors
- Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence
- Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah
- Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles
- Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution
- Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches

- Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud
- Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth
- Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears
- Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens
- State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville
- Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau, sharecropping and tenant farming, Reconstruction plans, 13th, 14th, and 15th amendments to the Constitution, Henry McNeal Turner and black legislators, and the Ku Klux Klan
- Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period
- Analyze how rights were denied to African Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence
- Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon
- Give reasons for World War I and describe Georgia's contributions
- Describe the impact of the boll weevil and drought on Georgia
- Explain economic factors that resulted in the Great Depression
- Discuss the impact of the political career of Eugene Talmadge
- Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security
- Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor

- Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson
- Explain the impact of the Holocaust on Georgians
- Discuss the ties to Georgia that President Roosevelt had and his impact on the state
- Analyze the impact of the transformation of agriculture on Georgia's growth
- Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia
- Discuss the impact of Ellis Arnall
- Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag
- Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox
- Discuss the impact of Andrew Young on Georgia
- Evaluate the consequences of the end of the county unit system and reapportionment
- Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president
- Analyze the impact of the rise of the two-party system in Georgia
- Evaluate the effect of the 1996 Olympic Games on Georgia
- Evaluate the importance of new immigrant communities to the growth and economy of Georgia

## **Social Studies**

**Grade:** 8

**Domain:** Geography

### **Domain Description**

Geography refers to describing Georgia's physical features and location and to determining the importance of Georgia's modern transportation systems.

### **Standards Associated with Domain**

SS8G1

SS8G2

### **Associated Concepts, Skills, and Abilities**

- Locate Georgia in relation to region, nation, continent, and hemispheres
- Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain
- Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah rivers, and barrier islands
- Evaluate the impact of climate on Georgia's development
- Explain how the three transportation systems(interstate highways, Hartsfield-Jackson International Airport, and ports) interact to provide domestic and international goods to the people of Georgia
- Explain how the three transportation systems (interstate highways, Hartsfield-Jackson International Airport, and ports) interact to provide producers and service providers in Georgia with national and international markets
- Explain how the three transportation systems (interstate highways, Hartsfield-Jackson International Airport, and ports) provide jobs for Georgians

## **Social Studies**

**Grade:** 8

**Domain:** Government/Civics

### **Domain Description**

Government/Civics refers to examining Georgia's state and local governments to explaining the role of the individual citizen in Georgia government and the juvenile justice system.

### **Standards Associated with Domain**

SS8CG1

SS8CG2

SS8CG3

SS8CG4

SS8CG5

SS8CG6

### **Associated Concepts, Skills, and Abilities**

- Explain the basic structure of the Georgia state constitution
- Explain the concepts of separation of powers and checks and balances
- Describe the rights and responsibilities of citizens
- Explain voting requirements and elections in Georgia. Items may include primary, runoff, and general elections and special elections.
- Explain the role of political parties in government
- Explain the qualifications, term, election, and duties of members of the General Assembly
- Describe the organization of the General Assembly, with emphasis on leadership and the committee system
- Trace the steps in the legislative process for a bill to become a law in Georgia
- Explain the qualifications, term, election, and duties of the governor and lieutenant governor
- Describe the organization of the executive branch, with emphasis on major policy areas of state programs
- Explain the structure of the court system in Georgia, to include trial and appellate procedures and how judges are selected
- Explain the difference between criminal law and civil law
- Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process
- Describe ways to avoid trouble and settle disputes peacefully
- Explain the origins, functions, purposes, and differences of county and city governments in Georgia
- Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government
- Describe the functions of special-purpose governments
- Explain the difference between delinquent behavior and unruly behavior and the consequences of each
- Describe the rights of juveniles when taken into custody
- Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process
- Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice processes, how the decision to transfer to adult court is made, and the possible consequences

## **Social Studies**

**Grade:** 8

**Domain:** Economics

### **Domain Description**

Economics refers to evaluating how Georgia's economy has been affected by historical events and how free trade, Georgia-based corporations, and the activities of state and local governments affect it today.

### **Standards Associated with Domain**

SS8E1

SS8E2

SS8E3

SS8E4

SS8E5

### **Associated Concepts, Skills, and Abilities**

- Give examples of the kinds of goods and services produced in Georgia in different historical periods
- Describe how Georgians have engaged in trade in different historical time periods
- Explain Georgia's role in world trade today
- Define profit and describe how profit is an incentive for entrepreneurs
- Explain how entrepreneurs take risks to develop new goods and services to start a business
- Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot
- Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes
- Explain the distribution of state revenue to provide services
- Evaluate how choices are made given the limited revenues of state and local governments
- Explain personal money management choices in terms of income, spending, credit, saving, and investing