

	Essential Standards	Essential Standard (s) Learning Targets	Supporting Standards	Supporting Standard (s) Learning Targets
<p><b>Unit: 1 Geography</b></p> <p><b>Estimated Teaching Time: 2 weeks</b></p>	<p>SS8G1b. Distinguish among the five geographic regions of GA in terms of location, climate, agriculture, and economic contribution.</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>G1a. Locate GA in relation to region, nation, continent, and hemispheres. G1c. Locate key physical feature Of GA and explain their importance; Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. G1d. Analyze the importance of water in GA’s historical development and economic growth.</p>	<p>G1a. I can locate GA on a map of the United States and the world. I identify the regions of the United States, the continent, and hemispheres GA is located within. G1c. I can label on a map the key physical features of GA and explain their importance. G1d. I can analyze the importance of water in GA’s historical development and economic growth as it relates to current situations.</p>
<p><b>Unit: 2 Exploration and Settlement</b></p> <p><b>Estimated Teaching Time: 2 weeks</b></p>	<p>SS8H1b. Explain 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>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>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. H2 a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). H2b. Analyze the relationship between</p>	<p>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. H2 a. I can explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). H2b. I can analyze the relationship between</p>

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			<p>Oglethorpe, Tomochichi, and Musgrove in establishing the city of Savannah at Yamacraw Bluff.</p> <p>H2c. Evaluate the role of diverse groups (Jews, Salzburger, Highland Scots, and Malcontents) in settling GA during the Trustee Period.</p> <p>H2d. Explain the transition of GA into a royal colony with regard to land ownership, slavery, alcohol, and gov't.</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>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, Salzburger, Highland Scots, and Malcontents) in settling GA during the Trustee Period.</p> <p>H2d. I can explain the transition of GA into a royal colony with regard to land ownership, slavery, alcohol, and gov't.</p> <p>H2e. I can give examples of the kinds of goods and services produced and traded in colonial GA.</p>
<p><b>Unit: 3 Revolution to Statehood</b></p> <p><b>Estimated Teaching Time: 2 weeks</b></p>	<p>SSH3b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration)...</p> <p>SSH3d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new Constitution.</p>	<p>H3b. I can interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration)...</p> <p>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>
<p><b>Unit: 4 Growing Pains</b></p>	<p>SSH4c. Explain how technological developments, including the cotton gin and</p>	<p>H4c. I can explain how technological developments, including the cotton gin and</p>	<p>H4b. Evaluate the impact of land policies pursued by GA; include the headright system, land lotteries, and the Yazoo Land Fraud.</p>	<p>H4b. I can evaluate the impact of land policies pursued by GA; include the headright system, land lotteries, and the Yazoo Land Fraud.</p>

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<b>Estimated Teaching Time:</b> 2 weeks	railroads, had an impact on GA's growth.	railroads, had an impact on GA's growth.		
<b>Unit: 5 A Nation Divided</b>  <b>Estimated Teaching Time:</b> 3 weeks	SS8H6a. Explain the roles of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments in Reconstruction.	H6a. I can explain the roles of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments in Reconstruction.	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.
<b>Unit: 6 Building a New GA</b>  <b>Estimated Teaching Time:</b> 2 weeks	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.	H7b. 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.	H6c. Compare and contrast the goals and outcomes of the Freeman's Bureau and the Ku Klux Klan. H6e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.	H6c. I can compare and contrast the goals and outcomes of the Freeman's Bureau and the Ku Klux Klan. H6e. I can give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.
<b>Unit: 7 WWI through WWII</b>  <b>Estimated Teaching Time:</b> 3 weeks	SSH8d. Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.	H8d. I can discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.	H8b. Explain the economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). H8c. Describe Eugene Talmadge's opposition to the New Deal. H8e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification	H8b. I can explain the economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). H8c. I can describe Eugene Talmadge's opposition to the New Deal. 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

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			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.	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.
<b>Unit: 8 Post WWII (1945-1969)</b>  <b>Estimated Teaching Time: 2 weeks</b>	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.	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.
<b>Unit: 9 Modern Georgia</b>  <b>Estimated Teaching Time: 3 weeks</b>	SS8H12d. Analyze GA's role in the national and global economy of the 21 <sup>st</sup> Century, with regard to tourism, Savannah port expansion, and the film industry.	H12d. I can analyze GA's role in the national and global economy of the 21 <sup>st</sup> Century, with regard to tourism, Savannah port expansion, and the film industry.	E1 Explain how the four transportation systems (roads, air, water, and rail) of GA contribute to the development and growth of the state's economy.	E1 I can explain how the four transportation systems (roads, air, water, and rail) of GA contribute to the development and growth of the state's economy.
<b>Unit: 10 Georgia's Government</b>  <b>Estimated Teaching Time: 3 weeks</b>	SS8CG1c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.	CG1c. I can describe the rights and responsibilities of citizens according to the Georgia Constitution.	CG5 Explain how the GA court system treats juvenile offenders.	CG5 I can explain how the GA court system treats juvenile offenders.

