

Essential Standard

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

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Critique the characteristics of American Indians living in Georgia at the time of European contact and explain how European exploration and settlement in Georgia changed daily life for the American Indian.
Level 3	The student will: <ul style="list-style-type: none">• Describe the characteristics of American Indians living in Georgia at the time of European contact, including their culture, food, weapons/tools, and shelter.
Level 2	The student will perform the basic processes: <ul style="list-style-type: none">• Identify the culture of American Indians living in Georgia prior to European contact.• Identify the food, tools and weapons used by American Indians living in Georgia prior to European contact• Identify the types of shelter and towns created by American Indians living in Georgia prior to European contact
Level 1	With help, the student achieves partial success at Level 2 and Level 3 requirements.

Essential Standard

SS8H2: Analyze the colonial period of Georgia's history.

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Analyze the similarities and differences between colonial periods in Georgia's history (royal and trustee); include information on the Charter of 1732, the roles of Oglethorpe, Tomochichi, and Mary Musgrove, the impact of diverse groups, and the transition from a trustee to royal colony.
Level 3	The student will: <ul style="list-style-type: none">• Analyze the colonial period of Georgia's history.• Identify the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.• Describe Georgia's transition into a royal colony as it relates to land ownership, slavery, alcohol, and government.
Level 2	The student will perform basic processes: <ul style="list-style-type: none">• Identify the reasons for the settlement of Georgia as outlined in the Charter of 1732• Identify goods and services produced and traded in colonial Georgia.
Level 1	The student will: <ul style="list-style-type: none">• Identify the Charter of 1732 as the document creating the colony of Georgia.• Identify James Oglethorpe as the originator and leader of the Trustees in founding the colony of Georgia.

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

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Compare and contrast the allegiance of Loyalists and Patriots in Georgia during the American Revolutionary War and provide a logical argument from both perspectives explaining why Georgians identified as a Loyalist or Patriot; include the Battle of Kettle Creek and Siege of Savannah in the argument.
Level 3	The student will: <ul style="list-style-type: none">• 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.• Identify reasons why some Georgians identified as Loyalists during the Revolutionary War.• Identify reasons why some Georgians identified as Patriots during the Revolutionary War.
Level 2	The student will perform the basic processes: <ul style="list-style-type: none">• Identify the significance of the Battle of Kettle Creek.• Identify the significance of the Siege of Savannah.
Level 1	The student will: <ul style="list-style-type: none">• Recognize Georgia's contributions to the American Revolution given our status as the 13th and last colony.

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

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Critique the roles of John Ross, John Marshall, and Andrew Jackson as they relate to the Cherokee Nation in Georgia and draw conclusions on how their actions impacted the removal of the Cherokee from Georgia; include Dahlonega Gold Rush and <i>Worcester v. Georgia</i>.
Level 3	The student will: <ul style="list-style-type: none">• Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and <i>Worcester v. Georgia</i>) led to the removal of the Cherokees from Georgia known as the Trail of Tears.• Identify the key events (Dahlonega Gold Rush and <i>Worcester v. Georgia</i>) which led to the removal of the Cherokees from Georgia known as the Trail of Tears.
Level 2	The student will perform the basic processes: <ul style="list-style-type: none">• Identify the key people (John Ross, John Marshall, and Andrew Jackson) who led the removal of the Cherokees from Georgia known as the Trail of Tears.
Level 1	The student will: <ul style="list-style-type: none">• Identify what happened during the Trail of Tears

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SS8H5: Analyze the impact of the Civil War on Georgia.

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Critique the impact of the Civil War on Georgia by considering key issues (such as slavery, states' rights, and nullification) and key events (such as Lincoln's election, Sherman's March to the Sea, and the Union Blockade of Georgia's coast) to provide a logical argument describing the role Georgia played in the Civil War.
Level 3	The student will: <ul style="list-style-type: none">• Analyze the impact of the Civil War on Georgia.• Describe and explain the importance of key issues and events that led to the Civil War; including 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.
Level 2	The student will perform the basic processes: <ul style="list-style-type: none">• Identify the importance of key issues and events that led to the Civil War; including 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.
Level 1	The student will: <ul style="list-style-type: none">• Identify the Civil War as a division of the United States of America between the North and the South over their respective differences.

Essential Standard

SS8H6: Analyze the impact of Reconstruction on Georgia.

Level 4	In addition to level 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none">• Critique the impact of Reconstruction in Georgia by considering the roles of the 13th, 14th, and 15th Amendments to the US Constitution and the key features of the Lincoln, Johnson, and Congressional Reconstruction plans to draw conclusions why organizations (such as the Ku Klux Klan and Freedmen's Bureau) and different goods and services (such as sharecropping and tenant farming) emerged during Reconstruction.
Level 3	The student will: <ul style="list-style-type: none">• Analyze the impact of Reconstruction in Georgia.• Identify the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.• Identify the reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
Level 2	The student will perform the basic processes: <ul style="list-style-type: none">• Identify the major outcomes of the 13th, 14th, and 15th Amendments to the US Constitution in Reconstruction.
Level 1	The student will: <ul style="list-style-type: none">• Identify the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.