

## **GA Standards met by the Museum Center (2019-2020)**

### **Kindergarten:**

- **SSKCG1 Demonstrate an understanding of good citizenship.**
  - a. Explain how rules are made and why.
  - b. Explain why rules should be followed.
  
- **SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.**
  
- **SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.**
  
- **SSKE2 Explain that people earn income by working.**

### **First Grade:**

- **SS1H1 Read about and describe the life of historical figures in American history.**
  - a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
  - b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).
  
- **SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.**
  - a. American colonies (Benjamin Franklin and Thomas Jefferson)
  - b. American frontier (Lewis & Clark and Sacagawea)
  - c. National Parks (Theodore Roosevelt)
  - d. Southern U.S. (George Washington Carver and Ruby Bridges)
  
- **SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.**

### **Second Grade:**

- **SS2H1 Describe the lives and contributions of historical figures in Georgia history.**
  - a. Sequoyah (development of a Cherokee alphabet)
  
- **SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.**
  - a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

- **SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.**
  - a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.
  - b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
  - c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
  - d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
  
- **SS2CG1 Define the concept of government and the need for rules and laws.**
  
- **SS2CG2 Identify the following elected officials of the executive branch and where they work:**
  - a. President (leader of our nation) and Washington, D.C. – White House
  - b. Governor (leader of our state) and Atlanta, GA – State Capitol Building
  - c. Mayor (leader of a city) and city hall

### **Third Grade:**

- **SS3H1 Describe early American Indian cultures and their development in North America.**
  - a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.
  - b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
  - c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).
  
- **SS3H3 Explain the factors that shaped British Colonial America.**
  - a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
  - b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
  - c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.
  
- **SS3G3 Describe how physical systems affect human systems.**
  - a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.
  
- **SS3CG1 Describe the elements of representative democracy/republic in the United States.**
  - a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).
  - b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).
  - c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

- **SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.**
  - a. Explain the necessity of respecting the rights of others and promoting the common good.
  - b. 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, and communicating with public officials).

#### **Fourth Grade:**

- **SS4H1 Explain the causes, events, and results of the American Revolution.**
  - a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.
  - b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.
  - c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
  - d. 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.
- **SS4H2 Analyze the challenges faced by the framers of the Constitution.**
  - a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
  - b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).
- **SS4H3 Explain westward expansion in America.**
  - a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
  - b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- **SS4H5 Explain the causes, major events, and consequences of the Civil War.**
  - a. 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.
  - b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
  - c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
  - d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.
  - e. Describe the effects of war on the North and South.
- **SS4G2 Describe how physical systems affect human systems.**

- a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.
  - b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.
- **SS4CG1 Describe the meaning of:**
    - a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)
    - b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
    - c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)
    - d. Representative democracy/republic
- **SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.**
- **SS4CG3 Describe the structure of government and the Bill of Rights.**
    - a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.
    - b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.

### **Fifth Grade:**

- **SS5H2 Describe U.S. involvement in World War I and post-World War I America.**
  - a. 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, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- **SS5H4 Explain America’s involvement in World War II.**
  - a. Describe German aggression in Europe and Japanese aggression in Asia.
  - b. 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.
  - c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
  - d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
  - e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.
- **SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution.**
  - a. Explain the responsibilities of a citizen.
  - b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.
- **SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.**

- a. Explain the amendment process outlined in the Constitution.
- b. Describe the purpose for the amendment process.

### **Sixth Grade:**

- **SS6CG1 Compare and contrast various forms of government.**
  
- **SS6H3 Explain conflict and change in Europe.**
  - a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.
  - b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.

### **Seventh Grade:**

- **SS7CG1 Compare and contrast different forms of citizen participation in government.**
  
- **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**
  - a. Explain the role of the United States in the rebuilding of Japan after WWII.

### **Eighth Grade:**

- **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**
  - a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
  - 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.
  
- **SS8H2 Analyze the colonial period of Georgia's history.**
  - a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
  - b. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
  - c. Give examples of the kinds of goods and services produced and traded in colonial Georgia.
  
- **SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**
  - 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.
  - b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.
  - 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.
  - d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.
  
- **SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840**

- a. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
  - b. Describe the role of William McIntosh in the removal of the Creek from Georgia.
  - c. 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.
- **SS8H5 Analyze the impact of the Civil War on Georgia.**
    - 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.
    - 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.
- **SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.**
    - a. Describe Georgia's contributions to World War I.
    - b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- **SS8H9 Describe the role of Georgia in WWII.**
    - a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- **SS8CG1 Describe the foundations of Georgia's government.**
    - 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.
    - b. Explain separation of powers and checks and balances among Georgia's three branches of government.
    - c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.
    - d. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.
- **S8CG2 Analyze the role of the legislative branch in Georgia.**
    - a. Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.
    - b. Describe the purpose of the committee system within the Georgia General Assembly.
    - c. Explain the process for making a law in Georgia.
    - d. Describe how the state government is funded and how spending decisions are made.
- **SS8CG3 Analyze the role of the executive branch in Georgia state government.**
    - a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
    - b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.
- **SS8CG4 Analyze the role of the judicial branch in Georgia state government.**
    - a. Describe the ways that judges are selected in Georgia.

- b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
- c. Explain the difference between criminal law and civil law.
- d. Explain the steps in the adult criminal justice system beginning with arrest.

### **Ninth- Twelfth Grades:**

- **SSCG1 Compare and contrast various systems of government.**
  - a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
  - b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
  - c. Determine how the role of the executive differs in presidential and parliamentary systems of governments.
  - d. Differentiate between a direct democracy, representative democracy, and/or a republic.
  
- **SSCG8 Demonstrate knowledge of the legislative branch of government.**
  
- **SSCG10 Demonstrate knowledge of the executive branch of government.**
  
- **SSCG13 Demonstrate knowledge of the operation of the judicial branch of government**
  
- **SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.**
  - a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.
  - b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
  - c. Explain the meaning and history of the Pledge of Allegiance.
  
- **SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**
  - a. Examine the structure of local governments with emphasis on counties and cities.
  - b. Analyze the relationship among state and local governments.
  - c. Examine sources of revenue received by local governments.
  - d. Analyze the services provided by state and local governments.
  - e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).
  
- **SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.**
  - a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
  - b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

- c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
  - d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- **SSUSH3 Analyze the causes of the American Revolution.**
  - a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
  - b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
  - c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.
- **SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**
  - a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
  - b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
  - c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
  - d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
  - e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- **SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.**
  - a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
  - b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
  - c. Analyze the impact of the Mexican War on growing sectionalism.
  - d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
  - e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.
- **SSUSH9 Evaluate key events, issues, and individuals related to the Civil War**
  - a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
  - b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
  - c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
  - d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

- **SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.**
  - a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
  - b. Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations
  
- **SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.**
  - a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
  - b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
  - c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
  
- **SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.**
  - a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.
  - b. Describe conditions on the war front for soldiers, include: new technology and war tactics.
  - c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.
  - d. Analyze the destabilization of Europe in the collapse of the great empires
  
- **SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.**
  - a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
  - b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
  - c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.
  - d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.
  
- **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.**
  - a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.
  - b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.
  - c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
  - d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.