

Social Studies Curriculum Map

Grade 8

Introduction:

This 8th Grade Social Studies Curriculum Map should be used to assist teachers in planning and pacing instruction. Specific weeks are provided for reference; however, each school and teacher must take into account the make-up of their students, focusing on the specific needs and strengths of each child.

The curriculum for the year has been divided into units of study to help pace instruction and effectively cover all of the topics in the standards. Considerations for project-based learning, reviewing for assessments, and data-driven adjustments have been factored into the suggested times/pace of the material. Using this map, in conjunction with continuous formative assessments, will ensure that students have consistent coverage of social studies content throughout the school year.

Each unit has the following components:

- Overview
- Standards
- Reference Pages for Georgia DOE Teacher Notes

In addition to the specific Georgia Performance Standards, teachers should also enforce the following skills throughout each unit of study:

- Map & Globe Skills
- Information Processing Skills
- Literacy Skills in History/Social Studies, Science, and Technical Subjects

It is the goal of Social Studies instruction to help students understand the world around them so that they can analyze issues, solve problems, think critically, and become informed citizens. We aim to elevate learning from strictly memorizing facts and dates.

Scope and Sequence

Term 1: Weeks 1 - 9	Term 2: Weeks 10 - 19
<ul style="list-style-type: none"> • <u>Unit 1</u>: Introduction to Georgia Studies - Foundation & Anchoring Skills (2 Weeks) • <u>Unit 2</u>: Georgia's Geography (2 Weeks) • <u>Unit 3</u>: Native American Cultures & Impact of European Exploration (2 Weeks) • <u>Unit 4</u>: Colonization through Royal Government (3 Weeks) 	<ul style="list-style-type: none"> • <u>Unit 5</u>: American Revolution & Foundation of Government (4 Weeks) • <u>Unit 6</u>: State & Local Government (3 Weeks) • <u>Unit 7</u>: Westward Expansion (1 Week) <p>*** End of Semester Exam***</p>
Term 3: Weeks 20 - 29	Term 4: Weeks 30 - 39
<ul style="list-style-type: none"> • <u>Unit 8</u>: Indian Removal (1 Week) • <u>Unit 9</u>: Antebellum to Civil War (3 Weeks) • <u>Unit 10</u>: Reconstruction to Civil Rights (3 Weeks) • <u>Unit 11</u>: New South (2 Weeks) 	<ul style="list-style-type: none"> • <u>Unit 12</u>: Boom to Bust - WWI through New Deal (2 Weeks) • <u>Unit 13</u>: WWII & Georgia (2 Weeks) • <u>Unit 14</u>: Modern Georgia (4 Weeks) <p>*** Milestones and End of Semester Exam***</p>

Term 1

Standards and Skills

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Unit 1: Introduction to Georgia Studies - Foundational & Anchoring Skills (2 Weeks)

Overview

In the first two weeks of school, you will lay the foundation for a year of study and investigation by addressing those concepts which you will continuously anchor back to throughout the year. These include the map and globe skills and information processing skills listed below. In addition, provide a broad introduction to standard SS8E1 and SS8E2, which should be addressed in each unit. By facilitating lessons that examine the differences between a primary and secondary source, for example, you may begin to integrate these resources into lessons as the year continues.

Map and Globe Skills

- Use cardinal directions
- Use intermediate directions
- Use latitude and longitude to determine location

Information Processing Skills

- Organize items chronologically
- Identify and use primary and secondary sources

Standard

- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 109 - 113

Unit 2: Georgia's Geography (2 Weeks)

Overview

In Unit 2, students will learn about Georgia's diverse geography and transportation systems. After studying this unit, students should be able to describe Georgia's relative and absolute location, describe its five regions, locate and evaluate the importance of some of Georgia's physical features, and discuss how Georgia's climate has impacted the state's development. In addition, students should be able to explain how Georgia's four transportation systems interact to provide producers with the ability to send their goods to national and international markets and explain how these transportation systems create jobs for Georgians.

Standards

- SS8G1 The student will describe Georgia with regard to physical features and location.
 - a. Locate Georgia in relation to region, nation, continent, and hemispheres.
 - b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
 - c. 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.
 - d. Evaluate the impact of climate on Georgia's development.
- SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deep-water ports, and the railroads help drive the state's economy.
 - a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.
 - b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.
 - c. Explain how the four transportation systems provide jobs for Georgians.
- SS8E2 The student will explain the benefits of free trade.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 84 - 91; 112 - 114

Unit 3: Native Americans Cultures & the Impact of European Exploration (2 Weeks)

Overview

In Unit 3, students will learn some basic information related to the Prehistoric Native American cultures found in Georgia, the early explorers of the state and their treatment of the native peoples as well as the rationale behind the major colonial powers who laid claims to the lands of the future state of Georgia. Having already introduced students to the economic concepts of goods, services, and trade, begin to build upon that foundation by discussing elements of trade specific to this time period, including a barter economy.

Standards

- SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.
 - a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
 - b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
 - c. 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.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1 - 4; 109; 112 - 114

Unit 4: Colonization through Royal Government (3 Weeks)

Overview

In Unit 4, students will gain an understanding of the events that led to the founding of Georgia and the captivating people that took part in Georgia's colonial history. Additionally, students will learn about the difference between the Trustee and the Royal periods of the colony and how these changes shaped the future state of Georgia economically, politically, and socially. Continue to expand upon economic concepts of goods, services, and trade; in particular the economic relationship between Great Britain and the colonies. Furthermore, in this unit students will begin to examine various structures of government in preparation for future studies.

Standards

- SS8H2 The student will analyze the colonial period of Georgia's history.
 - a. 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.
 - b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
 - c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of royal governors.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 5 - 12; 109; 112 - 114

Term 2

Standards and Skills

Unit 5: American Revolution & Foundation of Government (4 Weeks)

Overview

In Unit 5, students will examine events that led to the Revolutionary War and the significance of Georgia's role in the war efforts. Addressing the enduring understanding of Conflict & Change, students will learn about the establishment of the American government following the Declaration of Independence. Students will analyze the Articles of Confederation to gain understanding of the need for the U.S. Constitution and Bill of Rights. Finally, spotlight Georgia's first state constitution and its evolution.

Standards

- SS8H3 The student will analyze the role of Georgia in the American Revolution.
 - a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
 - b. 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.
- SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.
 - a. 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.
 - b. 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.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 12 - 22; 109; 112 - 114

Unit 6: State and Local Government (3 Weeks)

Overview

In Unit 6, students will increase their depth of knowledge as it relates to state and local government structures as outlined in the Georgia Constitution. Students will also trace sources of state and local revenue, explain how the state distributes sources of revenue to provide services, and evaluate how the governments make choices based on limited revenue.

Standards

- SS8CG1 The student will describe the role of citizens under Georgia's constitution.
 - a. Explain the basic structure of the Georgia state constitution.
 - b. Explain the concepts of separation of powers and checks and balances.
 - c. Describe the rights and responsibilities of citizens.
 - d. Explain voting qualifications and elections in Georgia.
 - e. Explain the role of political parties in government.
 - f. Identify wisdom, justice, and moderation as the three principles of the Pledge of Allegiance to the Georgia Flag.
- S8CG2 The student will analyze the role of the legislative branch in Georgia state government.
 - a. Explain the qualifications, term, election, and duties of members of the General Assembly.
 - b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
 - c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.
- SS8CG3 The student will analyze the role of the executive branch in Georgia state government.
 - a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
 - b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
 - c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.
- SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.
 - a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
 - b. Explain the difference between criminal law and civil law.
 - c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
 - d. Describe ways to avoid trouble and settle disputes peacefully.
 - e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.

****State and Local Government continued on following page.**

Unit 6: State and Local Government (3 Weeks - Continued)

- SS8CG5 The student will analyze the role of local governments in the state of Georgia.
 - a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
 - b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
 - c. Describe the functions of special-purpose governments.
 - d. Evaluate the role of local government working with state agencies to administer state programs.
- SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.
 - a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each
 - b. Describe the rights of juveniles when taken into custody.
 - c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.
 - d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.
- SS8E4 The student will identify revenue sources and services provided by state and local governments.
 - a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
 - b. Explain the distribution of state revenue to provide services.
 - c. Evaluate how choices are made given the limited revenues of state and local governments.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 91 - 109; 117 - 119

Unit 7: Westward Expansion (1 Week)

Overview

In Unit 7, students will learn about the expansion of Georgia following the Revolution, including people and events that led to the establishment of the University of Georgia, Louisville, and the spread of the Baptist and Methodist Churches throughout the state. Students must also evaluate the land allocation policies that Georgia incorporated after the Revolution, which will establish preliminary causes for the eventual removal of Native Americans from their land. Also, students will explain the intended and unintended consequences of the invention of the cotton gin and railroads and how they impacted physical and economic growth in Georgia.

Standards

- SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.
 - a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
 - b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
 - c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 22 - 26; 109; 112 - 114

Term 3

Standards and Skills

Unit 8: Indian Removal (1 Week)

Overview

In Unit 8, students will analyze the people and events that led to Indian Removal in Georgia and the Trail of Tears.

Standards

- SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.
 - a. 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.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 26 - 32; 109; 112 - 114

Unit 9: Antebellum to Civil War (3 Weeks)

Overview

In Unit 9, students will compare and contrast the social, political, and economic differences between the northern and southern regions of the United States and explain how these differences contributed to the outbreak of the Civil War. Students will also discuss the important events and key battles that happened during the Civil War.

Standards

- SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.
 - a. 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.
 - b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 32 - 41; 109 - 110; 112 - 114

Unit 10: Reconstruction to Civil Rights (3 Weeks)

Overview

Unit 10 is a thematic unit in which students will analyze the impact that Reconstruction had on Georgia and the other Southern states and continue highlighting important people, places and events of the Civil Rights Movement throughout the proceeding decades.

Standards

- SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.
 - c. 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.
- SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.
 - a. 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.
 - b. 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.
 - c. Discuss the impact of Andrew Young on Georgia.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 41- 45; 69 - 79; 109 - 110; 112 - 114

Unit 11: New South (2 Weeks)

Overview

With a foundation of understanding about Reconstruction and the struggles of the south following the Civil War, Unit 11 provides students to opportunity to learn about region's need for a "New South." Students will investigate key political, social and economic changes that happened in Georgia from 1877 to 1918.

Standards

- SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.
 - a. 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.
 - b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.
 - c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
 - d. Explain reasons for World War I and describe Georgia's contributions.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 45 - 56; 110; 112 - 114

Term 4

Standards and Skills

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Unit 12: Boom to Bust – WWI through New Deal (2 Weeks)

Overview

In Unit 12, students will explore the state of Georgia through a period of prosperity and economic depression. Students will explain the reasons for World War I and identify Georgia's contributions. In contrast, students will analyze the economic impact of the boll weevil and drought on Georgia after World War I ends. As students study the effect of the Great Depression on Georgia, they will research the political career of Eugene Talmadge, and New Deal programs that had the largest impact on Georgia during this period.

Standards

- SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.
 - d. Explain reasons for World War I and describe Georgia's contributions.
- SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.
 - a. Describe the impact of the boll weevil and drought on Georgia.
 - b. Explain economic factors that resulted in the Great Depression.
 - c. Discuss the impact of the political career of Eugene Talmadge.
 - d. 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.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 56 - 61; 110; 112 - 114

Unit 13: WWII and Georgia (2 Weeks)

Overview

In Unit 13, students will explore the effects of WWII on the state of Georgia, including the state's contributions and the lasting impact of various military installations. Students should also describe the impact of the Holocaust on Georgians and the ties that President Roosevelt had to the state. In this unit students will also discuss the ways in which Georgia grew agriculturally and economically in this time period.

Standards

- SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.
 - a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
 - b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
 - c. Explain the impact of the Holocaust on Georgians.
 - d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.
- SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.
 - a. Analyze the impact of the transformation of agriculture on Georgia's growth.
 - b. 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.
 - c. Discuss the impact of Ellis Arnall.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 62 - 69; 110; 12 - 114

Unit 14: Modern Georgia (4 Weeks)

Overview

In Unit 14, students will describe the modern economic, political, and social landscape of Georgia. This includes explaining the various economic opportunities that have arisen throughout the 20th and 21st centuries and their subsequent effect on the state its citizens.

Standards

- SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.
 - a. Evaluate the consequences of the end of the county unit system and reapportionment.
 - b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
 - c. Analyze the impact of the rise of the two-party system in Georgia.
 - d. Evaluate the effect of the 1996 Olympic Games on Georgia.
 - e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
 - a. Describe how Georgians have engaged in trade in different historical time periods.
 - b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.
- SS8E3 The student will evaluate the influence of Georgia's economic growth and development .
 - a. Define profit and describe how profit is an incentive for entrepreneurs.
 - b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
 - c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.
- SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 79 - 84; 110 - 116; 118 - 119

Resources and References

- Teacher Notes for Eighth Grade/Georgia Studies may be accessed:
<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Grade-Eight-Teacher-Notes.pdf>
- Georgia Frameworks may be accessed:
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies6-8.aspx>
- Georgia Standards for Eighth Grade Social Studies may be accessed:
<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/SocialStudiesStandards6-8.aspx>
- Teaching About Georgia's Transportation Systems:
<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks%20Support%20Docs/Instructional-Guide-Grade-8-Transportation.pdf>
- Teaching About Georgia's Economy:
<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks%20Support%20Docs/Instructional-Guide-Grade-8-Georgia's-Economy.pdf>
- Federal Reserve Atlanta: <https://www.frbatlanta.org/education.aspx>
- Federal Reserve Dallas: <http://www.dallasfed.org/educate/navigate/>
- Federal Reserve St. Louis: <https://www.stlouisfed.org/education>
- Everfi: <http://www.everfi.com/>
- The New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/>
- Georgia Public Broadcasting's Georgia Stories: <http://www.gpb.org/georgiastories>
- Today in Georgia History: <http://www.todayingeorgiahistory.org/>
- The Georgia Council on Economic Education: <http://www.gcee.org/>
- The Georgia Council for the Social Studies: <http://www.gcass.net/>