



# Content Descriptions

Based on the Georgia Performance Standards

## U.S. History



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*"Making Education Work for All Georgians"*

## **Introduction**

The State Board of Education is required by Georgia law (A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281) to adopt End-of-Course Tests (EOCT) designed to measure student achievement in core subjects in grades nine through twelve. With educator input and State Board of Education approval, eight content areas were designated in 2001 to be tested. The Georgia Performance Standards (GPS) were adopted by the State Board of Education in July 2004, and the U.S. History EOCT was developed based on these standards.

## **Program Purpose**

The EOCT are designed to improve student achievement by assessing student performance on the standards specific to each course tested. Student performance on each EOCT is provided to schools for diagnostic and remedial use. These results are used to help make instruction more effective and to ensure that all Georgia students have access to a rigorous curriculum that meets high academic standards. These results are also used for student accountability and to gauge the quality of education in the state. The EOCT are the final exams for each EOCT course. For students in grade 10 or above beginning the 2011-2012 school year, the final grade in each course is calculated by weighing the course grade 85% and the EOCT score 15%. For students in grade 9 beginning the 2011-2012 school year and later, the final grade in each course is calculated by weighing the course grade 80% and the EOCT score 20% (State Board Rule 160-4-2-.13). The student must have a final grade of at least 70 to pass the course and to earn credit toward graduation.

## **EOCT Content Descriptions**

The EOCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the EOCT. Only the knowledge, concepts, and skills addressed in the GPS are assessed on the EOCT. 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, summative 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 EOCT 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 EOCT Content Descriptions *by no means* suggest *when* concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when concepts and skills will be assessed on the EOCT. Georgia law requires educators to teach the standards set forth in the state-adopted curriculum (i.e., the GPS). The GPS are located at [www.georgiastandards.org](http://www.georgiastandards.org).

## **U.S. History Domains**

In order to provide reliable measures of student achievement, as well as to give structure to the assessment program, the content standards contained in the U.S. History GPS are categorized into content domains. Each domain was created by combining standards that share similar content characteristics. Five domains were identified for U.S. History:

- **Colonization through the Constitution**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the first settlement of British North America to the presidency of John Adams.*
- **New Republic through Reconstruction**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the early 1800s through Reconstruction.*
- **Industrialization, Reform, and Imperialism**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the rise of big business in the late 1800s to American expansionism at the turn of the twentieth century.*
- **Establishment as a World Power**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from World War I to the Cold War.*
- **Modern Era**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from 1945 to the war on terror in the early twenty-first century.*

## U.S. History

### Domain: Colonization through the Constitution

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#### Overview of the Domain

- Students will describe the settlement of North America in the seventeenth century.
- Students will describe the economic and social development of British North America.
- Students will explain the causes of the American Revolution.
- Students will explain ideological, military, and political developments that occurred during the American Revolution.
- Students will explain the adoption and implementation of the United States Constitution.

#### Associated GPS Standards

SSUSH1      SSUSH2      SSUSH3      SSUSH4      SSUSH5

#### Associated GPS Content

Assessment of this domain will focus on the following:

- Virginia’s development, with focus on the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery
- the settlement of New England, including religious reasons for settling; relations with Native Americans (e.g., King Philip’s War); the establishment of town meetings and the development of a legislature; religious tensions that led to the founding of Rhode Island; the half-way covenant; the Salem witch trials; the loss of the Massachusetts charter and the transition to a royal colony
- the development of the mid-Atlantic colonies, including the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania
- the reasons for French settlement of Quebec
- the impact of location and place on colonial settlement, transportation, and economic development, including the southern, middle, and New England colonies
- the development of mercantilism and the trans-Atlantic trade
- the Middle Passage, growth of the African population, and African-American culture
- Benjamin Franklin as a symbol of social mobility and individualism
- the significance of the Great Awakening
- how the end of Anglo-French imperial competition, as seen in the French and Indian War and the 1763 Treaty of Paris, laid the groundwork for the American Revolution
- colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence
- the importance of Thomas Paine’s *Common Sense* to the movement for independence
- the language, organization, and intellectual sources of the Declaration of Independence (including the writing of John Locke and the role of Thomas Jefferson)
- the reason for and significance of the French alliance and foreign assistance; the roles of Benjamin Franklin and the Marquis de Lafayette
- George Washington as a military leader; the establishment of a professional military and the life of a common soldier; the significance of the crossing of the Delaware River and of Valley Forge

- the role of geography in the Battle of Yorktown, the role of Lord Cornwallis, and the 1783 Treaty of Paris
- how weaknesses in the Articles of Confederation and Daniel Shays’s Rebellion led the call for a stronger central government
- the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison
- the key features of the Constitution, specifically the Great Compromise, separation of powers, limited government, and the issue of slavery
- the importance of Charles Montesquieu’s political writings to the framers of the Constitution
- the Bill of Rights as a protector of individual and states’ rights
- the importance of the presidencies of George Washington and John Adams; the Whiskey Rebellion; nonintervention in Europe; and the development of political parties (the role of Alexander Hamilton)

## U.S. History

### Domain: New Republic through Reconstruction

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#### Overview of the Domain

- Students will analyze the impact of territorial expansion and growth of the United States in the early 1800s.
- Students will explain the division that formed between the North and South before the Civil War.
- Students will identify key events, issues, and individuals relating to the Civil War.
- Students will identify key elements of Reconstruction.

#### Associated GPS Standards

SSUSH6      SSUSH7      SSUSH8      SSUSH9      SSUSH10

#### Associated GPS Content

Assessment of this domain will focus on the following:

- the Northwest Ordinance’s importance in the westward migration of Americans and on slavery, public education, and the addition of new states
- Jefferson’s diplomacy in obtaining the Louisiana Purchase from France
- the Lewis and Clark exploration
- the major reasons for the War of 1812 and the war’s significance on the development of a national identity
- the construction of the Erie Canal, the rise of New York City, and the development of national infrastructure
- the reasons for and importance of the Monroe Doctrine
- the impact of the Industrial Revolution (Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets)
- the westward growth of the United States and the emerging concept of Manifest Destiny
- reform movements, specifically temperance, abolitionism, and public schools
- women’s efforts to gain suffrage, the role of Elizabeth Cady Stanton, and the Seneca Falls Conference
- Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism
- slavery as a significant issue in American politics, the slave rebellion of Nat Turner, and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters)
- the Missouri Compromise and the issue of slavery in western states and territories
- the Nullification Crisis and the emergence of states’ rights ideology, with focus on the role of John C. Calhoun and the development of sectionalism
- the war with Mexico and the Wilmot Proviso
- how the Compromise of 1850 arose out of territorial expansion and population growth
- the Kansas-Nebraska Act, the failure of popular sovereignty, the Dred Scott case, and John Brown’s Raid
- President Lincoln’s efforts to preserve the Union, as demonstrated in his second inaugural address, the Gettysburg address, and in his use of emergency powers, such as his decision to suspend habeas corpus

- the roles of Ulysses Grant, Robert E. Lee, “Stonewall Jackson,” William T. Sherman, and Jefferson Davis
- the importance and geographical impact of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta
- the significance of the Emancipation Proclamation
- the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output
- comparing and contrasting Presidential Reconstruction with Radical Republican Reconstruction
- efforts to redistribute land in the South among former slaves and to provide advanced education, as well as the role of the Freedmen’s Bureau
- the significance of the Thirteenth, Fourteenth, and Fifteenth amendments
- the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction
- the impeachment of Andrew Johnson in relationship to Reconstruction
- how the Compromise of 1877, which resulted from the disputed 1876 presidential election, marked the end of Reconstruction

## U.S. History

### Domain: Industrialization, Reform, and Imperialism

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#### Overview of the Domain

- Students will describe the impact of the growth of business and of technological change after the Civil War.
- Students will analyze the consequences of industrialization.
- Students will identify reform movements that occurred during the Progressive Era.
- Students will explain the United States' role in world politics at the turn of the twentieth century.

#### Associated GPS Standards

SSUSH11    SSUSH12    SSUSH13    SSUSH14

#### Associated GPS Content

Assessment of this domain will focus on the following:

- the impact of the railroads on other industries, such as steel, and on the organization of big business
- the impact of the railroads in the development of the West, including the transcontinental railroad and the use of Chinese labor
- John D. Rockefeller, the Standard Oil Company, and the rise of trusts and monopolies
- the inventions of Thomas Edison, including the electric light bulb, motion pictures, and the phonograph, and their impact on American life
- Ellis Island, the change in immigrants' origins to southern and eastern Europe, and the impact of this change on urban America
- the American Federation of Labor and Samuel Gompers
- the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee
- the 1894 Pullman strike as an example of industrial unrest
- Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry
- Jane Addams, Hull House, and the role of women in reform movements
- the rise of Jim Crow, *Plessy v. Ferguson*, and the emergence of the NAACP
- Ida Tarbell's role as a muckraker
- the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the urban poor
- conservation efforts led by President Theodore Roosevelt
- the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the West Coast
- the Spanish-American War, the war in the Philippines, and the debate over American expansionism
- U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal



## U.S. History

### Domain: Establishment as a World Power

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#### Overview of the Domain

- Students will analyze U.S. involvement in World War I.
- Students will identify key developments that occurred after World War I.
- Students will analyze the Great Depression.
- Students will describe the New Deal.
- Students will identify key aspects of U.S. involvement in World War II.
- Students will analyze the impact of the Cold War on the United States.

#### Associated GPS Standards

SSUSH15    SSUSH16    SSUSH17    SSUSH18    SSUSH19    SSUSH20

#### Associated GPS Content

Assessment of this domain will focus on the following:

- the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare
- the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs
- President Woodrow Wilson’s Fourteen Points and the proposed League of Nations
- passage of the Eighteenth Amendment, which established Prohibition, and of the Nineteenth Amendment, which established women’s suffrage
- how rising communism and socialism in the United States led to the Red Scare and immigrant restriction
- Henry Ford, mass production, and the automobile
- the impact of radio and the movies on U.S. culture
- modern forms of cultural expression, including Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley
- the causes, including overproduction, under-consumption, and stock market speculation, that led to the stock market crash of 1929 and the Great Depression
- how factors that led to the Dust Bowl (over-farming and drought) increased the severity of the Great Depression and caused westward migration
- the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles
- the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment
- the Wagner Act and the rise of industrial unionism
- the passage of the Social Security Act as a part of the second New Deal
- Eleanor Roosevelt as a symbol of social progress and women’s activism
- the political challenges to President Franklin Roosevelt’s domestic and international leadership, including the role of Huey Long, the “court-packing bill,” and the Neutrality Act
- A. Philip Randolph’s proposed march on Washington, D.C., and President Roosevelt’s response

- the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans
- major events, such as the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin
- war mobilization as indicated by rationing, war time conversion, and the role of women in war industries
- the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb
- how geographic factors affected military campaigns in the European and Pacific theaters
- the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy
- the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy
- the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis
- the Vietnam War, the Tet offensive, and growing opposition to the war
- how geographic factors affected overall U.S. containment strategies

## U.S. History

### Domain: Modern Era

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#### Overview of the Domain

- Students will explain the impact of technological development and economic growth in the United States between 1945 and 1975.
- Students will identify key elements of the civil rights movement.
- Students will describe key political developments between 1945 and 1970.
- Students will analyze social-change movements and organizations of the 1960s.
- Students will describe key political developments after 1968.

#### Associated GPS Standards

SSUSH21    SSUSH22    SSUSH23    SSUSH24    SSUSH25

#### Associated GPS Content

Assessment of this domain will focus on the following:

- the impact of the baby boom (e.g., Levittown, the Interstate Highway Act)
- the impact of television on American culture, with focus on the Kennedy/Nixon debates (1960) and news coverage of the civil rights movement
- the impact of technology on American life—the development of the personal computer and the expanded use of air-conditioning
- the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions
- the importance of President Truman’s order to integrate the U.S. military and the federal government
- Jackie Robinson and the integration of baseball
- *Brown v. Board of Education* and efforts to resist the decision
- the significance of Martin Luther King Jr.’s “Letter from Birmingham Jail” and his “I Have a Dream” speech
- the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965
- the Warren Court and the expansion of individual rights, as seen in the Miranda decision
- the political impact of the assassination of President John F. Kennedy, including the impact on civil rights legislation
- Lyndon Johnson’s Great Society, including the establishment of Medicare
- the social and political turmoil of 1968, with focus on the assassinations of Martin Luther King Jr. and Robert F. Kennedy and the events surrounding the Democratic National Convention
- comparing and contrasting the tactics of the Student Nonviolent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC), including sit-ins, freedom rides, and changing composition
- the National Organization for Women and the origins and goals of the modern women’s movement
- the anti-Vietnam War movement
- Cesar Chavez and the United Farm Workers’ movement

- the importance of Rachel Carson’s *Silent Spring* and the resulting developments, notably Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmentalist movement
- the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and in the election of Richard M. Nixon (1968)
- President Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the presidency of Gerald Ford
- the impact of Supreme Court decisions on ideas about civil liberties and civil rights, including *Roe v. Wade* (1973) and the Bakke decision on affirmative action
- the Carter administration’s efforts in the Middle East, including the Camp David Accords, Carter’s response to the 1979 Iranian Revolution, and the Iranian hostage crisis
- domestic and international events of Ronald Reagan’s presidency, including Reaganomics, the Iran-Contra scandal, and the collapse of the Soviet Union
- the relationship between Congress and President Bill Clinton, including the North American Free Trade Agreement and his impeachment and acquittal
- the 2000 presidential election and the role of the Electoral College on its outcome
- the response of President George W. Bush to the attacks of September 11, 2001 on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq

## **Social Studies Skills**

These skills from the GPS are not assessed separately but are integrated into the content of test items as appropriate.

- **Map and Globe Skills:** The student will use maps to retrieve social studies information.
  - using cardinal directions
  - using intermediate directions
  - using a letter/number grid system to determine location
  - comparing and contrasting the categories of natural, cultural, and political features found on maps
  - using inch-to-inch map scale to determine distance on map
  - using map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
  - using a map to explain impact of geography on historical and current events
  - drawing conclusions and making generalizations based on information from maps
  - using latitude and longitude to determine location
  - using graphic scales to determine distances on a map
  - comparing maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
  - comparing maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations
  
- **Information Processing Skills:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
  - comparing similarities and differences
  - organizing items chronologically
  - identifying issues and/or problems and alternative solutions
  - distinguishing between fact and opinion
  - identifying main idea, detail, sequence of events, and cause and effect in a social studies context
  - identifying and using primary and secondary sources
  - interpreting timelines
  - identifying social studies reference resources to use for a specific purpose
  - constructing charts and tables
  - analyzing artifacts
  - drawing conclusions and making generalizations
  - analyzing graphs and diagrams
  - translating dates into centuries, eras, or ages
  - formulating appropriate research questions
  - determining adequacy and/or relevancy of information
  - checking for consistency of information
  - interpreting political cartoons