example, automobiles that arrive in Georgia's ports are loaded onto both trains and trucks (that use the interstate highway system) and are transported throughout the United States. In turn, American companies use trains and trucks to send their goods to the port of Savannah to be shipped to foreign markets.

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this standard titled “Planes, Trains, Boats and Automobiles: Driving Georgia’s Economy” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

Sample Question for G2a (OAS Database)
Which of Georgia's transportation systems connects Georgia to the rest of the nation, links Georgia's major cities, and helps move commuters to and from work centers?
A. Interstate Highway System *
B. Central of Georgia Railway
C. Georgia's deep water port at Savannah
D. Hartsfield-Jackson International Airport

Sample Question for G2b
Which of these statements best describes Atlanta's importance as a transportation center?
A. Atlanta is a major center for road and air transportation.*
B. River transportation has declined in recent years but is still important.
C. The rapidly expanding growth of railroads has given new importance to Atlanta.
D. Atlanta’s importance as a transportation center has declined in recent years.

c. Explain how the four transportation systems provide jobs for Georgians.

Sample Question for G2c
Why is the population of Georgia heavily concentrated in the Atlanta area?
A. Atlanta has a larger geographic area than other cities.
B. Agricultural areas are more productive than urban areas.
C. Other parts of the state have tried to maintain their historic populations.
D. The airport and highway systems make Atlanta a major transportation hub. *

SS8CG1 The student will describe the role of citizens under Georgia's constitution. Georgia has had 10 state constitutions since 1777. Each of these constitutions set the guidelines for those who governed the state and outlined the rights and responsibilities of Georgia's citizens. After studying this standard, students will understand and be able to explain several key concepts concerning Georgia’s present constitution. These concepts include the constitution’s basic structure, the separation of powers and checks and balances, the rights and responsibilities of citizens, and voting qualifications and elections in Georgia. Students will also be able to explain the role of political parties in government.

a. Explain the basic structure of the Georgia state constitution.

The Basic Structure of the Georgia State Constitution
Legislators began writing Georgia’s current constitution in 1977, and it was approved by the state’s citizens in 1983. The constitution is broken up into 11 articles and is 89 pages long. The articles outline the rights, rules, regulations, and procedures for both citizens and the state’s government. The articles include:

- Article I: Bill of Rights
- Article II: Voting and Elections
- Article III: Legislative Branch
- Article IV: Constitutional Boards and Commissions
- Article V: Executive Branch
- Article VI: Judicial Branch
- Article VII: Taxation and Finance
- Article VIII: Education
- Article IX: Counties and Municipal Corporations
- Article X: Amendments to the Constitution
- Article XI: Miscellaneous Provisions
| b. Explain the concepts of separation of powers and checks and balances. | According to the *New Georgia Encyclopedia* the Constitution of 1983 has several new provisions that were not in any of Georgia’s other constitutions. These include an equal protection clause, a division of the courts, and the **nonpartisan** elections of judges.

For more information about the basic structure of the Georgia state constitution see: *The New Georgia Encyclopedia: “Georgia Constitution”*  
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-588&sug=y  
*GeorgiaInfo: “Georgia Constitution Webpage”*  
http://georgiainfo.galileo.usg.edu/gacontoc.htm

|  | Separation of Powers  
Similarly to the federal government, the government of Georgia has **separation of powers** between the three branches of government, along with the powers to **check and balance** the actions of the other branches.

A simple way to describe these powers is that the legislative branch (**The Georgia General Assembly**) makes the laws, the executive branch (headed by the **Governor**) carries out and enforces the laws, and the judicial branch (headed by the **Georgia Supreme Court**) determines the constitutionality of the laws. In reality, the concept of the separation of powers is a bit more complicated, and the powers of each branch of government will be discussed in more detail in other teacher notes (CG2-CG6).

|  | Checks and Balances  
Similarly to the separation of powers, the concept of checks and balances has both a simple and a more complex explanation. The easiest way to explain this to your students is to discuss how a bill becomes a law. If the General Assembly passes a law that the governor does not agree with he or she can **veto** it. Congress then has the option (if it can gather enough votes) to override the veto. Once the bill becomes a law, the Supreme Court determines if it is constitutional or not. If the law is ruled **unconstitutional**, then it is null and void. A more detailed explanation of the concepts of checks and balances will be discussed in teacher notes CG2-CG6.

For more information about the concepts of separation of powers and checks and balances see: *The New Georgia Encyclopedia: “Government and Laws: Overview”*  
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&sug=y

| c. Describe the rights and responsibilities of citizens. | **The Rights of Citizens**  
Both the Georgia and U.S. Constitutions include a **Bill of Rights** outlining the **rights of every citizen**. For the most part, both documents have similar rights and freedoms, such as freedom of religion, freedom of speech, and the freedom of the press. However, Georgia's Bill of Rights has several differences as compared to the U.S. Bill of Rights including:

Paragraph I. **Life, liberty, and property.** No person shall be deprived of life, liberty, or property except by due process of law.

Paragraph III. **Freedom of conscience.** Each person has the natural and inalienable right to worship God, each according to the dictates of that person's own conscience; and no human authority should, in any case, control or interfere with such right of conscience.

Paragraph XXI. **Banishment and whipping as punishment for crime.** Neither banishment beyond the limits of the state nor whipping shall be allowed as a punishment for crime.

Paragraph XXVIII. **Fishing and hunting.** The tradition of fishing and hunting and the taking of fish and wildlife shall be preserved for the people and shall be managed by law and regulation for the public good.

**Note:** Have students compare and contrast the Georgia and the U.S. Bill of Rights. Have students choose one of the differing rights and explain what may have led to this additional “right” that the Georgia constitution provides. Students should use historical, geographic, economic, and/or social examples to defend their answers.
The Responsibilities of Citizens

In addition to rights, citizens of the state and nation also have civic responsibilities. Some of these responsibilities include:

- Paying taxes
- Serving on juries
- Volunteering
- Voting

For more information about the rights and responsibilities of citizens see:
The New Georgia Encyclopedia: “Government and Laws: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&sug=y,
The New Georgia Encyclopedia: “Georgia Bill of Rights”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3015&sug=y,
The New Georgia Encyclopedia: “Writ of Habeas Corpus”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3741&sug=y,
Georgia Stories: “Land of Opportunity”

d. Explain voting qualifications and elections in Georgia.

Voting Qualifications in Georgia

There are three qualifications to be able to vote in the state of Georgia. They are:

- Voters must be a citizen the United States
- Voters must be 18 years old by election day
- Voters must be a legal resident of Georgia and the county where a person wants to vote in

In addition, the voter cannot currently be serving time in jail for a felony offense or ruled to be mentally incompetent.

Elections in Georgia

There are several locations where Georgians can register to vote. Some of these include city, county and state offices, and libraries. They can also download a voter registration form online and mail it to the Georgia secretary of state’s office. Students should be told that people are only allowed to vote at the Polling Place in their district (precinct), or via absentee ballot. Once they are registered, Georgians usually vote in three types of elections. These elections are:

- **Primary**- an election where members of the Republican and Democratic party vote for candidates to run for a specific office such as governor, lieutenant governor, and secretary of state. These are open elections and the voter does not have to be a member of the party to vote. These elections are held in July or August during even numbered years.
  **Note:** When Georgia was a one-party state these elections were the ones that truly counted. Democrats, the majority party at the time, regularly beat their Republican challengers in the General Elections. (See Teacher Note H12).

- **General**- an election where the winners from both parties’ primaries, along with members of third parties and independents, compete for political offices. The elections are also held in even number years and take place on the second Tuesday of November.

- **Special**- an election that is used to present a special issue to voters or to fill a vacancy.

In Georgia, if a candidate does not receive more than 50% of the vote (i.e., 50% +1 vote), then there is a run-off election. This can take place in the primary or the general election. Voters sometimes have the opportunity to vote on a law. This is called a Referendum.

For more information about voting qualifications and elections in Georgia see:
The New Georgia Encyclopedia: “Government and Laws: Overview”
## The Role of Political Parties

America’s political system is often called a “two party” system. As the name implies, the political landscape is dominated by two parties. Since the 1860s the two major parties have been the Republican and the Democratic. However, in Georgia it was not until the latter half of the 20th century that Republicans became a political force in the state (see Teacher Note H12).

The role of political parties in the United States and Georgia is for groups of like-minded individuals who share common beliefs and ideas to work together in hopes of electing their members to political offices. As previously stated, Georgia was dominated by one party for much of its history, though today, Republicans and Democrats both hold elected offices. No matter what party someone belongs to, political parties offer voters a choice in deciding which elected official best represents their interests.

Note: Though two parties dominate the political scene there are several minor or “third parties” parties as well. In some elections, these political parties cause run-off elections. An example was in the 1992 U.S. Senate race, when a member of the Libertarian Party took 3% of the vote causing neither Wyche Fowler (D) nor Paul Coverdale (R) to win a majority of the vote. This happened again in the 2008 senate race when Libertarian Allen Buckley caused a run-off between Saxby Chambliss (R) and Jim Martin (D).


### Sample Question for CG1a (OAS Database)

All of the following are sections included in the Georgia state constitution EXCEPT

- A. Amendments.
- B. Bill of Rights.
- C. Court Case Summaries.*
- D. Voting and Elections.

### Sample Question for CG1b

Which of the following is an example of how the system of checks and balances works in Georgia?

- A. reducing property taxes
- B. overriding a governor’s veto*
- C. signing a petition to repeal a law
- D. appealing a case to a higher court

### CG1e. Explain the role of political parties in government.

Have students write about, and then debate, the merits and weaknesses of a two party system. Make sure students use examples from current events, the government GPS, and the history GPS (i.e., white primary, one-party system) to make their arguments for or against. If students are against the two party system, make sure that they explain an alternative to the current system.

### Sample Question for CG1c

Malia writes a letter to the editor of her local newspaper, expressing her opinion on proposed legislation. Based on the rights guaranteed by the Georgia constitution, Malia is exercising her:

- A. freedom of conscience.
- B. right to keep and bear arms.
- C. right to assemble and petition.
- D. freedom of speech and of the press.*

### Sample Question for CG1d

Dan is 19 years old and wants to register to vote. He must also meet all of the following requirements EXCEPT

- A. be a legal resident of Georgia.
- B. have a Georgia driver’s license.*
- C. be a citizen of the United States.
- D. cannot be serving a felony conviction.

### Sample Question for CG1e

Which general statement is true about political parties in Georgia over the past fifty years?

- A. Georgia has been dominated by three parties.
- B. Georgia has been dominated by the Republican Party.
- C. Georgia has changed from a one-party system to a two-party system.*
- D. Georgia has changed from being a two-party system to a one-party system.
S8CG2 The student will analyze the role of the legislative branch in Georgia state government. The legislative branch is the law making body of the state. In Georgia, laws are created in the General Assembly. Similarly to the U.S. Congress, the Georgia General Assembly is divided into two houses; the House of Representatives and the Senate.

After completing this standard, students will be able to explain the qualifications, terms, elections and duties of members of both the Georgia House and Senate, describe the organization of the General Assembly and the importance of the committee system, and how the legislative branch fulfills its role as the law making body of the state.

#### a. Explain the qualifications, term, election, and duties of members of the General Assembly.

<table>
<thead>
<tr>
<th>Qualifications, Term, Election, and Duties of the Members of the General Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Georgia State Senate Member</strong></td>
</tr>
<tr>
<td>Qualifications</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>Election</td>
</tr>
<tr>
<td>Duties</td>
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<tr>
<td></td>
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<td></td>
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<tr>
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</tbody>
</table>

For more information about the Georgia General Assembly see:

#### b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.

The Georgia House of Representatives is made up of 180 members. It is presided over by the **Speaker of the House**. The speaker is elected by all of the members of the House. The Speaker’s powers include scheduling debates, voting, and assigning House members to committees. The Speaker of the House has historically been a member of the party in power, though technically they do not have to be. There are three other leaders in the General Assembly. This includes the **Majority Leader**, the **Minority Leader**, and the **Floor leader**. As the name implies, the Majority leader is responsible for making sure its members vote for the bills and agenda that majority party favors and the same is true for the minority leader. The Floor leader’s role is to promote the interest of the Governor on the house floor.

The Georgia Senate is made up of 56 members. It is presided over by the Lieutenant Governor, who is...
sometimes called the “President of the Senate.” The Lieutenant Governor is elected directly by Georgia’s voters. As the chief officer of the Senate, the Lieutenant Governor’s powers include promoting committee chairs. Since the Lieutenant Governor is voted for directly by the people, there is a chance that he or she may be a member of the minority party.

The Committee System

Most of the work conducted in both houses of the General Assembly is in the committee system. The House of Representatives is made up of 36 standing committees while the Senate is made up of 26. Each of these committees has a particular focus such as agriculture or education. Each member of the General Assembly is responsible for serving on at least two or three committees. Each of these committees can, create, amend, change, or kill legislation.

There are four types of committees in the General Assembly. These are:

- **Standing Committees**: Permanent committees or those that continue for every legislative session
- **Ad hoc Committees**: Committees created for a special purpose
- **Joint Committees**: A committee made up of members of the Senate and House
- **Conference Committees**: Created when the House and Senate create different versions of a bill. The members of each house must compromise and make one bill for it to become a law.

For more information about the organization of the General Assembly with emphasis on leadership and the committee system see:

The New Georgia Encyclopedia: “The Georgia General Assembly”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3164&sug=y,

The New Georgia Encyclopedia: “Lieutenant Governor”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830

c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

Lawmaking

It is a complex and lengthy process for the legislative branch to fulfill its role as the lawmaking body for the state. The 16 step process is outlined below (adapted from Georgia Info: “Passing a Law in the Georgia General Assembly”)

1) A legislator introduces an idea for a law (this could be based on the needs of his or her constituents, suggestions made by the Governor or Floor Leader, or his or her own ideas or beliefs)
2) The legislator goes to the Office of Legal Council to determine and remedy any legal issues that the bill may face.
3) The legislator files the bill with the Clerk of the House or Secretary of Senate
4) **The bill is formally introduced (1st Reading)**
5) **The bill is assigned to a standing committee**
6) The bill receives a 2nd reading (process differs in House and Senate)
7) **The bill is considered by committee (bill can be engrossed, killed or amended)**
8) The bill is reported favorably by the committee and returned to the Clerk or Secretary
9) The bill is placed on a general calendar
10) The rules committee meets and prepares a rules calendar
11) The presiding officer calls up bills for calendar
12) **The bill receives a 3rd reading (bill is now up for debate and voting)**
13) **If bill is approved, it is sent to the other house**
14) If bill is passed by second house, it is returned. If bill is not accepted it is either killed or brought before a conference committee.
15) **If accepted by both houses, the bill is sent to the Governor for approval.**
   **The Governor may sign bill or do nothing (it becomes law). Governor may veto bill (Assembly can override with veto with 2/3 vote).**
16) Act is printed in the Georgia Laws Series and becomes law the following July 1.
   **Bolded information is included to provide a basic understanding of the lawmaking process for students.**

For more information about how the legislative branch fulfills its role as the lawmaking body of the state see:
SS8CG3 The student will analyze the role of the executive branch in Georgia state government. The executive branch is the largest branch of Georgia’s government. The governor is the highest position of the executive branch and is primarily responsible for enforcing the law. However, the governor has many other formal and informal duties as well.

After completing this standard students will be able to explain the qualifications, term, election, and duties of the governor and lieutenant governor. In addition, they will be able to describe the organization of the executive branch and how the branch fulfills its duties to administer programs and enforce laws.

a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.

### Qualifications, Term, Election, and Duties of the Governor and Lieutenant Governor

<table>
<thead>
<tr>
<th>Governor</th>
<th>Lieutenant Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong></td>
</tr>
<tr>
<td>- 30 years old</td>
<td>- 30 years old</td>
</tr>
<tr>
<td>- Resident of GA for six years</td>
<td>- Resident of GA for six years</td>
</tr>
<tr>
<td>- U.S. citizen for 15 years</td>
<td>- U.S. citizen for 15 years</td>
</tr>
<tr>
<td><strong>Term</strong></td>
<td><strong>Term</strong></td>
</tr>
<tr>
<td>- four years (No more than 8 consecutive years)</td>
<td>- four years (unlimited terms)</td>
</tr>
<tr>
<td><strong>Election</strong></td>
<td><strong>Election</strong></td>
</tr>
<tr>
<td>- Every four years (even numbered)</td>
<td>- Every four years (even numbered)</td>
</tr>
<tr>
<td><strong>Duties (Formal Powers)</strong></td>
<td><strong>Duties (Formal Powers)</strong></td>
</tr>
<tr>
<td>- Oversees operation of executive branch</td>
<td>- Presides over the Senate</td>
</tr>
<tr>
<td>- Chief law enforcement officer</td>
<td>- Acts as the state’s chief executive when the governor is out of the state.</td>
</tr>
<tr>
<td>- Commander-in-chief of state’s military</td>
<td></td>
</tr>
<tr>
<td>- Proposes annual budget</td>
<td></td>
</tr>
<tr>
<td>- Recommends new laws</td>
<td></td>
</tr>
<tr>
<td>- Gives “state of the state” address</td>
<td></td>
</tr>
<tr>
<td>- Fills government vacancies</td>
<td></td>
</tr>
<tr>
<td>- Can call special sessions of the General Assembly</td>
<td></td>
</tr>
<tr>
<td><strong>Duties (Informal Powers)</strong></td>
<td><strong>Duties (Informal Powers)</strong></td>
</tr>
<tr>
<td>- Serves as spokesperson for the state of Georgia</td>
<td>- N/A</td>
</tr>
</tbody>
</table>
### 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.

**The Organization of the Executive Branch**

Due to the 236 members of the General Assembly, students often think that the legislative branch is the largest branch of the state's government. However, due to the fact that so many state agencies and departments fall under its jurisdiction, the executive branch is the largest branch. Other than the Governor and Lieutenant Governor, there are elected officers who are part of the executive branch as well, including the secretary of state, the attorney general, the state superintendent of schools, the commissioner of insurance, the commissioner of agriculture, and the commissioner of labor.

For more information about the organization of the executive branch see:
- The New Georgia Encyclopedia: “Executive Branch Officials: Overview”

**The Department of Education**

Founded in 1870, the Georgia Department of Education (DOE) is responsible for overseeing all facets of public education in the state. According to the New Georgia Encyclopedia, its primary purpose is to ensure that “education-related laws are obeyed and that state and federal funds are properly allocated.”

The state superintendent of schools reports directly to the Governor. The superintendent is also the chief executive officer of the state’s Board of Education which is made up of 14 members (based on congressional districts). The Department of Education is made up of five offices: Curriculum and Instruction, Finance and Business Operations, Instructional Technology and Media, Policy and External Affairs, and Teacher and Student Support.

For more information about Georgia’s Department of Education see:
- The New Georgia Encyclopedia: “Georgia Department of Education”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1492&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1492&hl=y)
- The New Georgia Encyclopedia: “Public Education (PreK-12)”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2619](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2619)

**The Department of Public Safety**

The Georgia Department of Public Safety was created in 1937 and was established to protect Georgia’s citizens and their property. This department, under the direct supervision of the Governor is made up of several departments. These include the Georgia Highway Patrol, the Capitol Police, and the Motor Carrier Compliance Division.

For more information about Georgia’s Department of Public Safety see:
- [Georgia Department of Public Safety: “Georgia Department of Public Safety”](http://dps.georgia.gov/02/dps/home/0,2228,5635600,00.html)

**The Georgia Department of Transportation**

The Georgia Department of Transportation plays a role in all four of the major transportation systems in the state (see Teacher Note SS8G2). Primarily the GDOT is responsible for planning, constructing, and

### c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

<table>
<thead>
<tr>
<th>- Leads trade delegations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Serves as party head</td>
</tr>
<tr>
<td>- Issues proclamations</td>
</tr>
</tbody>
</table>

For more information about Georgia’s Governor and Lt. Governor see:
- The New Georgia Encyclopedia: “Governor”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2537&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2537&hl=y)
- The New Georgia Encyclopedia: “Lieutenant Governor”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)
maintaining Georgia’s roads and highways. However, it also offers financial support and planning to the other three transportation systems. The Department has eight offices throughout the state. One of the department’s most recognized contributions to the state are the yellow Highway Emergency Response Operators (HERO) trucks that quickly respond to highway accidents and stranded motorists.

For more information about Georgia’s Department of Transportation see:
The New Georgia Encyclopedia: “Georgia’s Department of Transportation”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2444&sug=y,
Georgia Department of Transportation: “GDOT” http://www.dot.state.ga.us/Pages/default.aspx

The Georgia Department of Economic Development

The Georgia Department of Economic Development (GDEcD) is responsible for bringing economic development to the state. According to its website, the department “markets Georgia to the world by encouraging investment and trade and attracting tourists to Georgia.” Interestingly, it also promotes Georgia as a “go-to location for film, music, digital entertainment, and the arts.” Many well known movies have been filmed in Georgia including Forest Gump, The Blind Side, and Zombieland, just to name a few.

For more information about Georgia’s Department of Economic Development see:
Georgia USA: “Georgia Department of Economic Development” http://www.georgia.org/Pages/default.aspx

The Georgia Department of Natural Resources

The Georgia Department of Natural Resources was created to administer and enforce the laws passed by General Assembly that relate to Georgia’s natural resources; primarily its rivers and lakes. The DNR also operates Georgia’s state parks and preserves the state’s historical sites. Finally, the DNR is responsible for enforcing Georgia’s hunting, fishing, and boating laws.

For more information about Georgia’s Department of Natural Resources see:
Georgia Department of Natural Resources: “GaDNR” http://www.gadnr.org/

For more information about the executive branch see:
The New Georgia Encyclopedia: “Executive Branch: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2536&sug=y,
Georgia Stories: “Executive Branch”
http://www.gpb.org/georgiastories/stories/executive_branch

Sample Question for CG3b
Which of department of the executive branch is responsible for the Georgia Highway Patrol?
A. the Department of Education.
B. the Department of Public Safety.*
C. the Department of Transportation.
D. the Department of Economic Development.

c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

Research a state agency or department. Write a paper explaining how the programs that are provided by the agency or department directly affect you and your family.
SS8CG4 The student will analyze the role of the judicial branch in Georgia state government. The judicial branch in Georgia is responsible for interpreting the laws created and passed by Georgia’s legislative branch, then approved by the governor. It also ensures that Georgia citizens’ rights are protected by the legal system.

After studying this standard, students will be able to explain the structure of the court system in Georgia and the difference between criminal and civil law. Students will also be able to describe the adult justice system and the ways that they can avoid trouble and settle disputes peacefully. Finally, students will be able to evaluate how the judicial branch interprets the laws of Georgia and ensures justice in the legal system.

**The Structure of Georgia’s Court System**

<table>
<thead>
<tr>
<th>Court</th>
<th>How Judges are Selected</th>
<th>Number of Courts</th>
<th>Jurisdiction</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Elected to four year terms (countywide, non-partisan elections)</td>
<td>70</td>
<td>Limited (One County)</td>
<td>-Misdemeanors&lt;br&gt;-Preliminary criminal case hearings&lt;br&gt;-Civil cases&lt;br&gt;-Can also issue search warrants</td>
</tr>
<tr>
<td>Juvenile</td>
<td>Appointed by superior court judges to four year terms.</td>
<td>159</td>
<td>Limited (One County)</td>
<td>-Delinquent and unruly offences by children under 17&lt;br&gt;-Deprived and neglected children under 18&lt;br&gt;-Minors seeking permission to marry or join military</td>
</tr>
<tr>
<td>Probate</td>
<td>Elected to 4 year terms (countywide, non-partisan elections)</td>
<td>159</td>
<td>Limited (One County)</td>
<td>-Wills and estates&lt;br&gt;-Marriage licenses&lt;br&gt;-Firearms licenses&lt;br&gt;-Appointing legal guardians&lt;br&gt;-Traffic violations (for counties with no state courts)&lt;br&gt;-Misdemeanors (for counties with no state courts)&lt;br&gt;-Violations of game and fish laws</td>
</tr>
<tr>
<td>Magistrate</td>
<td>Either elected or appointed.</td>
<td>159</td>
<td>Limited (One County)</td>
<td>-Issue warrants&lt;br&gt;-Minor criminal cases&lt;br&gt;-Civil cases ($15,000 or less)&lt;br&gt;-Civil disputes&lt;br&gt;-Search and arrest warrants</td>
</tr>
<tr>
<td>Superior</td>
<td>Elected to 4 year terms (circuit-wide, nonpartisan elections)</td>
<td>49 (circuits)</td>
<td>Original</td>
<td>-Civil trials&lt;br&gt;-Criminal trials&lt;br&gt;-Felony trials&lt;br&gt;-Divorce cases&lt;br&gt;-Land titles</td>
</tr>
<tr>
<td>Court of Appeals</td>
<td>12 judges assigned to 4 panels. Elected to six year terms (statewide, nonpartisan elections)</td>
<td>4 (divisions)</td>
<td>Appellate</td>
<td>-Reviews civil and criminal cases previously heard by trial courts.</td>
</tr>
<tr>
<td>Supreme</td>
<td>6 Justices and 1 Chief Justice. Elected to six year terms (statewide, nonpartisan elections).</td>
<td>1</td>
<td>Appellate</td>
<td>-reviews decisions made in civil or criminal cases by trial or Court of Appeals.&lt;br&gt;-determine if laws are constitutional&lt;br&gt;-challenges to elections&lt;br&gt;-death sentences</td>
</tr>
</tbody>
</table>

For more information about Georgia’s trial and appellate courts see:
### b. Explain the difference between criminal law and civil law.

**Criminal Law:** laws that are created to protect society from wrong-doers. **Crimes** are serious offenses that are punishable with fines, community service, prison, and sometimes even death.

**Civil Law:** laws created to deal with relationships amongst individuals. Civil laws usually involve compensation from one individual or group to another individual or group based on injury or wrong doing. A civil wrong doing against an individual is called a **tort**.

Note: A person can be charged with both criminal and civil wrong doing for the same action. For example, a person can be acquitted of murder in his/her criminal case and can also be found guilty of wrongful death and ordered to pay damages in his civil trial.

For more information about civil and criminal law see:

*The New Georgia Encyclopedia: “Judicial Branch: Overview”*  
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841

### c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.

**The Adult Justice System**

The adult justice system is divided into civil and criminal law. In the case of criminal law, offenses are categorized into **felonies** and **misdemeanors**. Felonies are serious crimes such as arson, murder, rape, and grand theft. The minimum sentence one can receive for committing a felony is no less than one year in jail. Felonies that can be punishable by death are called **capital crimes**. In Georgia, capital crimes include murder, kidnapping with bodily injury, aircraft hijacking, and treason. Misdemeanors are less serious crimes and are usually punished with less than a year in prison and a fine. Some misdemeanors are assault and battery, cruelty to animals, shoplifting, and trespassing.

For more serious crimes, **defendants** are given a trial by jury; for less serious crimes, defendants stand before a judge. Several courts hear civil and criminal court cases depending on their severity. However, the superior court hears all felony trials.

**Steps in Criminal Justice Process**

There are several steps in the criminal justice process. If an adult commits a serious enough crime, they can go through two processes. The first is the pretrial and the second, if needed, is the trial. Below are the steps for the pretrial process with a brief description of each.

**Pretrial**

- **Arrest:** there is enough evidence that someone has committed a crime serious enough to warrant being taken into **custody**.
- **Booking:** law enforcement officers make an official arrest report and hold the suspect in the local jail.
- **Initial appearance:** the **suspect** appears before a magistrate court where he or she goes before a judge to have the charges brought against them explained and to determine if they are to be released on **bail**.
- **Preliminary hearing:** the magistrate judge determines if there was a crime committed and if there is probable cause that the suspect was involved with the crime.
- **Grand Jury indictment:** a group of citizens, called a grand jury, examines the evidence in order to determine if the suspect should be charged with a crime. If they do decide there is enough evidence, they issue what is called an **indictment**.
- **Assignment before Superior Court:** upon receiving an indictment, the suspect is then **arraigned** and brought before a superior court judge. During the arraignment, the suspect...
<table>
<thead>
<tr>
<th><strong>d. Describe ways to avoid trouble and settle disputes peacefully.</strong></th>
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<tr>
<td>officially states that they are guilty or not guilty of the offense. If the suspect claims that they are not guilty, the case moves on to trial.</td>
</tr>
<tr>
<td><strong>Admitting Guilt/Plea Bargaining:</strong> The suspect also has the opportunity to plead guilty. If they plead guilty to the charge, the judge will sentence the individual and the case does not go to trial. The suspect also has the choice of plea bargaining and admitting guilt to a lesser offence. If the prosecutor agrees to the plea bargain, the suspect is sentenced for the lesser offense and the case will also not go to trial.</td>
</tr>
<tr>
<td><strong>Trial</strong></td>
</tr>
<tr>
<td>If the suspect (now the defendant) pleads not guilty in the arraignment then their case will go to trial. Below are the steps of the trial process.</td>
</tr>
<tr>
<td><strong>Selecting a Jury:</strong> In order to begin the trial, 12 citizens are selected as jurors for the case. In this process, the prosecuting and defending lawyers, along with the judge, can ask the juror questions to determine if they should serve on the trial.</td>
</tr>
<tr>
<td><strong>Opening Statements:</strong> once the trial begins, both attorneys are given the opportunity to speak directly to the jury to explain what they hope to prove in the case.</td>
</tr>
<tr>
<td><strong>Presentation of evidence:</strong> during the case, witnesses are called to the stand to give testimony. The process starts with the prosecuting attorney calling a witness who he or she hopes will prove the guilt of the defendant. The defendant's attorney is given the opportunity to <strong>cross-examine</strong> the witnesses.</td>
</tr>
<tr>
<td><strong>Closing statements:</strong> after all of the witnesses have had a chance to speak, both attorneys present their final arguments in the case.</td>
</tr>
<tr>
<td><strong>Jury deliberation and verdict:</strong> after the final arguments, the jury is asked to discuss amongst themselves if they think the defendant is guilty or not. Once the make their decision, they notify the judge. If the verdict is not guilty, the defendant is released.</td>
</tr>
<tr>
<td><strong>Sentencing:</strong> If the jury finds the defendant guilty, the judge sentences the defendant, telling him/her the amount of time he/she will spend in prison and how much they owe in damages (if applicable).</td>
</tr>
<tr>
<td><strong>Appeal:</strong> if the defendant maintains his or her innocence or if there were mistakes made in the case, the defendant can make an appeal where an appellate court will review the case. If they overturn the ruling, the case goes back to the superior court for a new trial.</td>
</tr>
<tr>
<td>For more information about the adult justice system see: The New Georgia Encyclopedia: &quot;Judicial Branch: Overview&quot; <a href="http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841">http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841</a></td>
</tr>
<tr>
<td><strong>Describe ways to avoid trouble and settle disputes peacefully</strong></td>
</tr>
<tr>
<td>As anyone who has taught or is teaching middle school knows, students sometimes make bad decisions. Some of the poor decisions they make are relatively harmless like chewing gum or talking out of turn in class. Sometimes though, they make extremely poor decisions such as skipping school, fighting, shoplifting, or selling drugs. Students should be taught not only about the consequences of doing these things, but how to avoid these situations and settle disputes peacefully.</td>
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<tr>
<td>Teachers can and should discuss ways to avoid trouble and settle disputes peacefully. First, students need to understand the law and what penalties poor decision-making can do to their lives. Some of the information from this standard and standard SS8CG6 should aid in this understanding.</td>
</tr>
<tr>
<td>Second, teachers should use as many activities as possible that promote good decision making, higher order thinking skills, and consensus building. The more students are given these types of lessons, the better they will be in thinking through their personal decisions and making better choices. These types of activities also allow students to discuss and think of ways to solve different types of problems. If controversial issues are discussed, it may help students learn that not everyone is going to agree with their opinions and it is okay for people to have their own. Sometimes, just being able to “agree to disagree” is one of the best ways to settle disputes peacefully.</td>
</tr>
<tr>
<td>Finally, a third approach can be to invite guest speakers to talk to students to discuss why it is</td>
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</tbody>
</table>
important to avoid trouble and settle disputes peacefully. For example, a juvenile court judge can offer students real-world examples of what can happen if students their age make poor decisions. If a speaker cannot be secured, there are several movies, documentaries, and interviews that can be used to support this standard and make it more relevant to the student’s lives.

For more information about this standard see:
Georgia Stories: “Cops and Robbers”
http://www.gpb.org/georgiastories/stories/cops_and_robbers

### Interpreting Laws and Ensuring Justice

The Georgia Supreme Court is the state’s highest court and holds certain powers that no other court in Georgia has. These include interpreting laws passed by the Georgia General Assembly, resolving challenges to elections results, and reviewing cases where the death penalty was sentenced. Unlike the U.S. Supreme Court, the seven justices on the State Supreme Court are elected to 6 year terms by Georgia voters (the justices on the U.S. Supreme court are appointed by presidents for life, retirement, or impeachment).

While all courts in the judicial branch play a part in ensuring justice in our legal system, the Supreme Court plays the most important role by interpreting laws enacted by the legislative branch. The Supreme Court accomplishes this by reviewing court cases that challenge the laws. If the Georgia Supreme Court rules that the law is unconstitutional (not supported by the Georgia or U.S. Constitution) then the law is struck down. Though the Georgia Supreme Court is the highest court in Georgia, any decision can be brought to the U.S. Supreme Court for appeal. The power to interpret laws is one of the checks that the judicial branch has over executive and legislative branches and is a way to protect against “bad” laws and ensure justice for all of Georgia’s citizens.

For more information about the roles of the judicial branch see:
The New Georgia Encyclopedia: “Judicial Branch: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841,
The New Georgia Encyclopedia: “The Supreme Court of Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1348

### Sample Question for CG4a (OAS Database)

In the judicial system, appellate jurisdiction is the authority of a court to hear a case appealed from a lower court. In the Georgia judicial system, the court MOST LIKELY to hear an appeal from the Juvenile Court is the

A. Probate Court. B. Superior Court. C. Appeals Court.* D. Supreme Court.

### Sample Question for CG4b

Under civil law, which of these is the ONLY punishment a defendant can receive?

A. The defendant can be incarcerated. B. The defendant must reimburse the plaintiff.* C. The defendant may be given the death penalty. D. The defendant must pay a fine to the government.

### d. Describe ways to avoid trouble and settle disputes peacefully.

In your own words, describe the ways that you can avoid trouble and settle disputes peacefully in your social studies class.

### Sample Question for CG4e

Determines constitutionality

- Reviews death sentences
- Ensures justice for Georgia’s citizens

Which court is being described above:

A. Juvenile Court B. Magistrate Court C. The Supreme Court* D. The Court of Appeals
SS8CG5 The student will analyze the role of local governments in the state of Georgia.

Both county and city governments play an important role in the State of Georgia. Georgia’s 159 counties along with 535 cities and special purpose districts provide several services to the state’s citizens including education, law enforcement, and public transportation.

After studying this standard, students will be able to explain the origins, functions, purposes, and differences of county and city governments as well as be able to compare and contrast the weak mayor, strong mayor, and council forms of city government. Additionally, students will be able to describe the functions of special governments and evaluate how the state and local government work in conjunction to administer state programs.

<table>
<thead>
<tr>
<th>a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.</th>
</tr>
</thead>
</table>
| **County Governments**  
Due to the historically rural economy of Georgia resulting in few major cities, the county- based government system of Georgia has been a mainstay in the state. As such, Georgia has the second most counties in the United States (Texas is first). Georgia’s first eight counties were created in 1777 during the Revolution. The 1983 Georgia Constitution set a limit for the amount of counties Georgia can have. Due to this cap, Georgia has a total of 159 counties in what is the 21st largest state in terms of land area. However, according to the New Georgia Encyclopedia, the most important benefit of having a large number of counties is that Georgia’s citizens have more representation in the state’s General Assembly. This is due to the fact that each county has at least one representative.  
Today, Georgia’s counties serve several functions including providing courts of law, holding elections, building and repairing county roads, and administering welfare programs. Due to changes in the 1983 Georgia Constitution, counties can also provide services such as police and fire protection, libraries, and public transportation.  
There are several positions that may be part of a county’s governmental organization. According to the New Georgia Encyclopedia these include:  
- **The Sheriff** - enforces the law, maintains the peace, jailer.  
- **The Tax Commissioner** - receives tax returns, maintains tax records, pays taxes.  
- **The Clerk of the Superior Court** - primary record keeper for the county.  
- **The Judge of the Probate Court** - oversees property deeds, marriage licenses, wills, and supervises elections.  
- **The County Commissioner/Board of Commissioners** - power to adopt ordinances, daily operation of government.  
**Note:** One of the more colorful stories about why Georgia has so many counties is that the state set a limit on county size by declaring that any farmer living in the county should be able to ride by horse or mule to the county seat, conduct business, and ride back all within a day.  
For more information about County Government see:  

**City Government**  
There are over 500 cities and towns in Georgia. Unlike other states, there is no legal difference between a city, town, or village. This is because cities and towns are approved and incorporated by the General Assembly.  
A city or town (municipality) is established by a **Municipal Charter**, which is a written document that sets up its governmental structure including the type of government (see SS8CG5b), boundaries, and powers it will have. Some of the services a city may provide include police and fire protection, schools, taxes, and streets and water service.
b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.

<table>
<thead>
<tr>
<th>Type</th>
<th>Powers of the Mayor</th>
<th>Powers of the Council</th>
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<tbody>
<tr>
<td>Weak Mayor</td>
<td>- Mayor may share duties with council</td>
<td>- Day to day operations</td>
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<td></td>
<td>- Often “figure head” role</td>
<td>- Appoint council committees</td>
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<td></td>
<td></td>
<td>- Develop cities budget</td>
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<tr>
<td></td>
<td></td>
<td>- Confirm and fire department heads</td>
</tr>
<tr>
<td>Strong Mayor</td>
<td>- CEO</td>
<td>- Adopt ordinances and resolutions</td>
</tr>
<tr>
<td></td>
<td>- Day to day operations</td>
<td>- Override Mayor’s veto</td>
</tr>
<tr>
<td></td>
<td>- Hiring and firing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Administer city’s budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Make appointments</td>
<td></td>
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<tr>
<td></td>
<td>- Veto legislation passed by the city council</td>
<td></td>
</tr>
<tr>
<td>Council Manager</td>
<td>- Ceremonial-- actual day to day operations are conducted by the City Manager</td>
<td>- Set city’s policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hires city manager</td>
</tr>
</tbody>
</table>


Additionally, The Georgia Council for Economic Education has created an economic lesson plan for this standard titled “Why do we Take so Many Tests: How the Federal, State, and Local Government Funds Your School.” In order to receive this lesson, along with 16 others, teachers can attend the free Georgia Economic History workshop. See [http://www.gcee.org/workshops/about_the_workshops.asp](http://www.gcee.org/workshops/about_the_workshops.asp) for more details.

c. Describe the functions of special-purpose governments.

Special Purpose Districts

Simply put, special purpose districts are government entities created to serve a specific function for the state or community. The purpose of a special purpose district is to benefit the well-being of the people. Each of these districts is usually headed by a governing board of non-elected officials. Some examples of special purpose districts include the Metropolitan Atlanta Rapid Transit Authority (MARTA), The Georgia Ports Authority, local school systems, local housing authorities and the Hartsfield-Jackson International Airport.

### Local Government Working with State Agencies

In order for state agencies (see Teacher Note SS8CG3) to fulfill their functions, they must work with local governments. For example, in order for the Department of Labor to meet its goal of providing unemployment benefits and services, it has set up 53 offices in cities throughout Georgia. Another example is the Georgia Bureau of Investigations working with local law enforcement agencies to track down a suspected criminal.

For more information about the role of local government working with state agencies to administer state programs see:

*The New Georgia Encyclopedia: “Georgia Department of Labor”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3663&hl=y

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**Sample Question for CG5a (OAS Database)**

Why were counties originally created in Georgia?

A. to provide one certain special service not provided by cities
B. to serve as districts for carrying out state laws and programs*
C. to collect taxes and finance local government
D. to be responsible for education across the state

**Sample Question for CG5b**

The main governmental authorities in the counties of Georgia are

A. mayors.
B. sheriffs.
C. magistrates.
D. commissioners.*

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**Sample Question for CG5c**

Which is an example of a special purpose government?

A. Delta  B. MARTA*  C. The Atlanta Braves  D. The Georgia Aquarium
SS8CG6 The student will explain how the Georgia court system treats juvenile offenders. The juvenile justice system was created to both protect and bring justice to child offenders who are under the age of 17. Since the juvenile justice system may affect 8th grade students directly, it is important for them to understand how the process works.

After completing this standard, students will be able to explain the differences and consequences of delinquent and unruly behavior, along with the seven delinquent behaviors that can cause a juvenile to be tried as an adult. Additionally, students will be able to describe the rights a juvenile has when they are taken to custody as well as the operation of the juvenile justice system in general.

### a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each

**Delinquent and Unruly Behavior**

A delinquent act is an act committed by a juvenile that would be a criminal offense according to adult law. These actions can include theft, assault, possession of drugs, rape, and murder. If the act is serious enough, the juvenile may be charged as an adult and be subject for adult penalties (see Teacher Note CG6d).

An unruly act is one that is committed by a juvenile that would not be a criminal offense according to adult law. These actions could include the possession of alcohol or cigarettes, leaving home without permission of their parents or guardians, breaking curfew, skipping or not attending school (truancy), driving without a license, or not abiding by the reasonable commands of parents or other adults. If a child commits these acts, they may be placed in a juvenile detention center.

For more information about delinquent and unruly behavior along with consequences of each see:
- Cobb County Juvenile Court: “Glossary of Terms”
  [http://juvenile.cobbcountyga.gov/glossary.htm#delinquent](http://juvenile.cobbcountyga.gov/glossary.htm#delinquent)
- Georgia Stories: “Criminal Justice and the Juvenile”
  [http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)

### b. Describe the rights of juveniles when taken into custody.

**The Rights of Juveniles**

When a juvenile is taken into custody, he or she has several rights. The rights that are afforded to juveniles include:

- The right to have a parent or guardian present before they can be questioned by authorities
- The right not to have their names or photographs made public
- The right to two phone calls (parent and attorney)
- The right to not self-incriminate and to be counseled on what self-incrimination is
- The right not to be placed with adult offenders
- The right for parents to be contacted immediately

Note: Unlike adults, in order for a juvenile to be taken into custody, the law enforcement officer must only have probable cause that the juvenile committed an offense.

For more information about the organization of the executive branch see:
- The New Georgia Encyclopedia: “Judicial Branch: Overview”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hf=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hf=y)
- Georgia Stories: “Criminal Justice and the Juvenile”
  [http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)
c. Describe the juvenile justice system

The Juvenile Justice System

There are several steps in the juvenile justice process. These steps include:

- **Intake Officer**: juvenile is brought to an intake officer who decides if there is enough evidence to make a charge against them.

- **Release or Detained**: if there is not enough evidence, the juvenile is released to their parents or guardian; if there is enough evidence against the juvenile, they are held in a youth detention center or adult prison depending on the crime. If the juvenile is detained, there must be a hearing within 72 hours to determine if proceedings should continue.

- **Informal Adjustment**: (optional if a juvenile is a first time offender) juvenile must admit guilt to the judge and is under the supervision of the courts for 90 days.

- **Adjudicatory Hearing**: the judge determines the juvenile’s guilt or innocence. Juries do not hear juvenile cases.

- **Disposition Hearing**: judge hears witnesses and determines the punishment for the juvenile.

- **Sentencing**: the judge rules on the juvenile's punishment, which can include boot camp, probation, the youth detention center, fines, and/or mandatory counseling and school attendance.

- **Appeal**: the juvenile can appeal the ruling if there is enough evidence to prove that they were innocent.

For more information about the juvenile justice system see:

*The New Georgia Encyclopedia*: “Judicial Branch: Overview”

*Georgia.gov*: “Steps in the Juvenile Justice Process”

*Georgia Stories*: “Criminal Justice and the Juvenile”
http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile


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.

The Seven Most Serious Delinquent Behaviors

There are seven specific offenses that, if a child between the ages of 13-17 commits, will not be under the protection of the juvenile court. These include murder, voluntary manslaughter, rape, aggravated sodomy, aggravated child molestation, aggravated sexual battery, and armed robbery with a firearm. Each of these offenses is under the jurisdiction of the state Superior Court, and the juvenile will be charged as an adult. If sentenced the child may go to a juvenile detention center until they are old enough to be placed in an adult prison.

There are also offenses where the juvenile court can determine if a child should be charged as a juvenile or an adult. This can be if the child is 15 and is charged with a delinquent act or if the child is 13 or 14 and committed an act where the punishment would be the death penalty or life imprisonment for an adult. If the child commits one of these offenses, then a hearing is called to determine if the child will be tried in a juvenile or Superior court.

For more information about the seven delinquent behaviors see:

*The New Georgia Encyclopedia*: "Judicial Branch: Overview"
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y,

*Cobb County Juvenile Court*: “Glossary of Terms”
http://juvenile.cobbcountyga.gov/glossary.htm#delinquent,

*Georgia Stories*: “Criminal Justice and the Juvenile”
http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile
Sample Question for CG6b
What rights do juveniles have when taken into custody?
A. The right to remain silent; the right to a trial by jury.
B. The right to a trial by jury; the right to one phone call.
C. the right for two phone calls; the right for counseling about self incrimination.*
D. The right to remain silent; the right to not call their parents.

c. Describe the juvenile justice system
Create a comic book showing the steps in the juvenile justice system from the perspective of a juvenile.

Sample Question for CG6d
What happens to a juvenile if the commit one of the seven most serious delinquent behaviors?
A. They will be tried as an adult.*
B. They have the right to a trial by jury.
C. They will be sent to a juvenile detention center.
D. They will remain under the custody of their parents.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods. As both a colony and state, Georgia has produced a variety of goods and services. From its colonial beginnings Georgia was established to produce wine, rice, silk, and indigo for England. Today, Georgia is a center for both agricultural and industrial international trading, and is well known for its production of the goods and services that people want.

This standard should be taught in conjunction with standards H1-H12 to provide students with a better understanding of the kinds of goods and services Georgia has produced throughout its history, and how the production of these goods and services impacted Georgia’s economy, culture, history, and government.

Georgia’s Goods and Services

While, Georgia has produced many goods and services over its long history as a colony and a state, there are several specific goods and services that a teacher should focus on when discussing the state’s history and geography standards.

Prehistory and the Colonial Period (10,000 B.C.E.-1790)

Georgia’s humid subtropical climate and rich soil made it ideal for agriculture, and the Woodland and Mississippian Indian cultures used this environment to grow corn amongst several other crops. The Mississippian Indians created huge villages based on their ability to grow corn (see Teacher Notes SS8G1 and SS8H1).

During Spanish exploration, Hernando De Soto searched the state far and wide for gold. Though the mineral was eventually found in Georgia, De Soto was unsuccessful in his search, and his expedition is considered to be a failure. Though Spain set up missions on the barrier islands, they never cultivated Georgia’s land to meet its agricultural potential (see Teacher Note SS8H1).

When the English arrived in Georgia, one of their purposes for establishing the colony was to produce agricultural products for their mercantilist economic system. The British hoped that Georgia’s climate would be ideal for producing wine and silk for the crown. Though the production of these crops proved to be unsuccessful, Georgia did produce rice, indigo, and later tobacco (see W.R.I.S.T. crops in Teacher Note SS8H2). Also, another important good and service during this time period was Georgia’s trade network with the Creek and Cherokee for deer skins.

The Antebellum Period (1790-1860)

The invention of the cotton gin set the stage for the development and cultivation of Georgia’s most important crop for much of its history. Eli Whitney's invention caused the production of cotton to skyrocket in the South for use in European and Northern textile factories. The cotton gin was a factor in the increased need for slave labor, the Indian Removal in Georgia, and the South's over-reliance on a single crop. During this time period, Georgia was also a leader in the railroad industry and, for a time, was a major gold producer (see...