

Weekly Lesson Plans (CMS, 8th Grade Social Studies, 2014-15)

Week of February 2-6, 2015

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| <p>Standards/Elements</p> | <p>SS8CG4 The student will analyze the role of the judicial branch in Georgia state government. d. Describe ways to avoid trouble and settle disputes peacefully.</p> <p>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 justice process, how the decision to transfer to adult court is made, and the possible consequences.</p> <p>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.</p> <p>SS8E4 The student will identify revenue sources for 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.</p> |
| <p>Essential Questions</p> | <p>How can disputes be settled peacefully? How is delinquent behavior different from unruly behavior, and what are the consequences of each behavior? What rights do juveniles have when taken into custody? How are juvenile offenders processed through Georgia’s juvenile justice system? What are the seven offenses for which a juvenile can be tried as an adult? How are juvenile cases handled when a juvenile commits one of the seven deadly sins? What are the differences in functions and purposes of city and county governments in Georgia? How are the three major forms of Georgia’s city governments alike and how are they different? What are the functions of special purpose governments? How do Georgia citizens financially support the state government? How is state and local revenue distributed to the citizens of Georgia and how are the choices made before distributing these revenues?</p> |
| <p>Enduring Understandings</p> | <p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws</p> |

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| | combined with contemporary values and beliefs. |
| Essential Vocabulary | Delinquent Juveniles, Unruly Juveniles, Deprived Juveniles, ,city government, municipal, county, strong mayor-council, weak mayor-council, council-manager, special-purpose district, city council, board of commissioners, municipality, revenue, expenditure, budget, personal income taxes, property taxes, SPLOST (special purpose local option sales tax), GPLOST (general purpose local option sales tax), local government |

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| <p>Learning Format (Highlight All That Apply)</p> <p>Whole Group</p> <p>Cooperative Group</p> <p>Flexible Group</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Other (Please list): Independent choice assignments and activities</p> | <p>Technology Usage</p> <p>Teacher: Online Reference Information/Informational Texts</p> <p>Student: Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p> | <p>Assessment (Highlight All That Apply)</p> <p>Student Conferencing Performance Task</p> <p>Project Class Presentation</p> <p>Test Quiz</p> <p>Homework Ticket Out The Door</p> <p>CPS Response</p> <p>Other (Please list):</p> <p>Daily Warm-Up Questions (review of previously learned material)</p> |
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| 1st Period APP | Advisement (Homeroom) | | | | |
| EU | Rule of Law | Governance, Distribution of Power | Governance, Distribution of Power | Governance, Distribution of Power | Rule of Law |
| GPS | Review CG4 and 6 | CG5a-d | CG5a,d | CG5b,c | E4a-c |
| EQ | Review Judicial Branch and Juvenile Justice EQs | How are the three major forms of Georgia's city governments alike and how are they different? What are the functions of special purpose governments? What are the differences in functions and purposes of city and county governments in Georgia? | What are the differences in functions and purposes of city and county governments in Georgia? | How are the three major forms of Georgia's city governments alike and how are they different? What are the functions of special purpose governments? | How do Georgia citizens financially support the state government? How is state and local revenue distributed to the citizens of Georgia and how are the choices made before distributing these |

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| | | | | | revenues? |
| Warm-Up/Hook | Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page. | Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page. | Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page. | Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page. | Content-based review question/ writing prompt Students will complete their warm-up in their notebook on the assigned page. |
| Resource Materials | <ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) | <ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) | <ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) | <ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) | <ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) |
| Instructional Activities/ Strategies | <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Independent Work: Students will complete judicial branch and juvenile justice review stations in preparation for tomorrow's 4.5 assessment.</p> | <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Assessment: Students will complete 4.5 assessment covering the GA judicial branch and juvenile justice. b) Independent Work: Students will work on County and Local Governments Guided Reading, Chapter 16, Sections 1 & 2. Teacher will conduct</p> | <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: Yesterday's 4.5 Assessment; Quick check and review last night's homework, Chapter 16, Sections 1 & 2 Guided Reading. b) Direct Instruction: Cornell Notes: The Role of Local Government in Georgia Notes c) Independent Work: Students will work in pairs to complete an</p> | <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: Quick check and review last night's homework, Rockdale county government scavenger hunt b) Direct Instruction: Cornell Notes: City Government and Special-Purpose Districts Notes c) Independent Work: Students will work in</p> | <p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities: a) Review: Quick check and review last night's homework, Conyers city government scavenger hunt b) Direct Instruction: Guided Cornell Notes: Funding Georgia Government and Services on the State and Local Levels</p> |

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| | <p>Stations:</p> <ul style="list-style-type: none"> - General Review of GA Judicial Branch & Juvenile Justice - The 7 Deadly Sins Written Response: After watching the video and reviewing the juvenile cases on the PBS website, write a response to the prompt, "Should teens who commit serious crimes be tried and sentenced as juveniles or adults?" Explain your | <p>small group instruction with pre-selected small groups based on student needs.</p> | <p>online scavenger hunt of Rockdale County Government Website.</p> | <p>pairs to complete an online scavenger hunt of City of Conyers Government Website.</p> | <p>c) Independent Work: Students will complete creating a state budget activity</p> |
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| | reasoning. | | | | |
| Differentiation | Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. | Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. | Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. | Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. | Guided Notes; Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments. |
| WICOR (AVID) | AVID Strategy: Reading Non-Fiction Sources | AVID Strategy: Reading Non-Fiction Sources | AVID Strategy: Cornell Notes; Research | AVID Strategy: Cornell Notes; Research | AVID Strategy: Cornell Notes |
| Homework | Study for tomorrow's quiz on the judicial branch and juvenile justice. | Finish Chapter 16, Sections 1 & 2 Guided Reading | Finish Rockdale county government scavenger hunt | Finish Conyers city government scavenger hunt | Finish state budget activity. It is due on Monday. |

Reminders:

- Review Entire Georgia Government Unit (study guide) on Monday, February 9, 2015.
- Government Unit Test on Tuesday, February 10, 2015.