

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

Week of October 20-24, 2014

<p>Standards/Elements</p>	<p>SS8H3 The student will analyze the role of Georgia in the American Revolution.</p> <ul style="list-style-type: none"> a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. <p>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2 The student will explain the benefits of free trade.</p> <ul style="list-style-type: none"> a. Describe how Georgians have engaged in trade in different historical time periods.
<p>Essential Questions</p>	<p>What were the causes, both immediate and long term of the American Revolution against England? (H3a)</p> <p>What role did Georgia play in the American Revolution? (H3b)</p> <p>What significant Georgians and Georgian events impacted the American Revolution? (H3b)</p>
<p>Enduring Understandings</p>	<p>Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result.</p> <p>Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>
<p>Essential Vocabulary</p>	<p>H3a: French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Sugar Act, Townshend Act, Quartering Act, Declaration of Independence</p> <p>H3b: American Revolution, Revolutionary War, Loyalists, Patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, Siege of Savannah</p>

<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>		
	Monday	Tuesday	Wednesday	Thursday	Friday	
<p>Warm-Up/Hook</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	
<p>Resource Materials</p>	<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) 	
<p>Instructional Activities/ Strategies</p>	<ol style="list-style-type: none"> 1) Complete warm-up activity/ Question 2) Introduce and begin American Revolution leveled, content-specific choice 	<ol style="list-style-type: none"> 1) Complete warm-up activity/question 2) Review Friday's quiz 3) Road to Revolution to Revolution Cornell Notes (part 1, 15-20 min). (DOK 1,2) 	<ol style="list-style-type: none"> 1) Complete warm-up activity/ Question 5) Road to Revolution to Revolution Cornell Notes (part 2, 15-20 min). (DOK 1,2) 	<ol style="list-style-type: none"> 1) Complete warm-up activity/question 2) Work on American Revolution leveled, content-specific choice assignments and activities. (DOK 1, 2, 3) 	<ol style="list-style-type: none"> 1) Complete warm-up activity/ Question 2) Complete Weekly Quiz, Immediate and Long-Term Causes of the American Revolution (H3a) 	

	<p>assignments and activities. Students will choose and complete assignments about the immediate and long-term causes of the American Revolution as well as Georgia's role in the American Revolution. (DOK 1, 2, 3)</p> <p>*Make-up quiz for students who missed Friday's quiz.</p>	4) Work on American Revolution leveled, content-specific choice assignments and activities. (DOK 1, 2, 3)	6) Work on American Revolution leveled, content-specific choice assignments and activities. (DOK 1, 2, 3)		3) Complete and submit American Revolution leveled, content-specific choice assignments and activities for week 1 (DOK 1, 2, 3)
Differentiation	Leveled, Content-Specific Choice Assignment and Activities	<p>Use of HOT's during instructional period to check for comprehension</p> <p>Leveled, Content-Specific Choice Assignment and Activities</p>	<p>Use of HOT's during instructional period to check for comprehension</p> <p>Leveled, Content-Specific Choice Assignment and Activities</p>	Leveled, Content-Specific Choice Assignment and Activities	Leveled, Content-Specific Choice Assignment and Activities
WICOR (AVID)	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy	AVID Strategy: Cornell Notes & Summary, Use of graphic organizers; writing, Comparison Chart, Analysis historical information, Analysis historical information, Vocabulary Strategy
Homework	Work on your American Revolution Unit Choice Assignments and Activities	Work on your American Revolution Unit Choice Assignments and Activities	Work on your American Revolution Unit Choice Assignments and Activities	Work on your American Revolution Unit Choice Assignments and Activities	Work on your American Revolution Unit Choice Assignments and Activities

Reminders:

- Friday, October 24, 2014: HND Final Topic Selection Page Due
- Students can check out textbooks for the year from the media center.
- Lab 2, during periods 3 and 4, is reserved for NHD project work on Thursdays.
- Next 4.5 assessment is due to Mrs. Gooden by next Friday, October 24, 2014.