

**Weekly Lesson Plans (CMS, 8<sup>th</sup> Grade Social Studies, 2014-15)**

**Week of December 8-12, 2014**

<p><b>Standards/Elements</b></p>	<p><b>SS8CG1 The student will describe the role of citizens under Georgia's constitution.</b></p> <ul style="list-style-type: none"> <li>a. Explain the basic structure of the Georgia state constitution.</li> <li>b. Explain the concepts of separation of powers and checks and balances.</li> <li>c. Describe the rights and responsibilities of citizens.</li> <li>d. Explain voting qualifications and elections in Georgia.</li> <li>e. Explain the role of political parties in government.</li> </ul> <p><b>SS8CG2 The student will analyze the role of the legislative branch in Georgia state government.</b></p> <ul style="list-style-type: none"> <li>a. Explain the qualifications, term, election, and duties of members of the General Assembly.</li> </ul> <p><b>SS8CG3 The student will analyze the role of the executive branch in Georgia state government.</b></p> <ul style="list-style-type: none"> <li>a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.</li> <li>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.</li> </ul> <p><b>SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.</b></p> <ul style="list-style-type: none"> <li>b. Explain the difference between criminal law and civil law.</li> </ul>
<p><b>Essential Questions</b></p>	<p>What is the basic structure of Georgia's Constitution? (CG1a)</p> <p>How do the concepts of checks and balances and separation of powers ensure that one branch does not become more powerful over the others? (CG1b)</p> <p>What are the rights of American citizens and what responsibilities accompany these basic rights of citizenship? (CG1c)</p> <p>What are the qualifications to become an elected official in Georgia's General Assembly, Senate and House of Representatives (legislative branch of government)? (CG2a)</p> <p>In what ways are the qualifications to become a Georgia state representative and Georgia state senator similar and different? (CG2a)</p> <p>What are the duties and responsibilities of members of the Georgia General Assembly? (CG2a)</p> <p>How often do the citizens of Georgia vote for the members of the Georgia General Assembly? (CG3a)</p> <p>What are the qualifications to become Georgia's governor and lieutenant governor? (CG3a)</p> <p>What are the duties and responsibilities of Georgia's governor and lieutenant governor? (CG3a)</p> <p>How often do the citizens of Georgia vote for the offices of Georgia governor and lieutenant governor? (CG3a)</p> <p>What are the major policy areas of the executive branch, and how do these policy areas impact citizens of the state? (CG3b)</p> <p>What is the difference between criminal law and civil law? (CG4b)</p>

<b>Enduring Understandings</b>	<p><b>Governance:</b> The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>				
<b>Essential Vocabulary</b>	<p><b>CG1:</b> Constitution, Separation of Powers, Checks and Balances, Rights, Responsibilities, Articles, Executive Branch, Legislative Branch, Judicial Branch, Democrat, Republican, Independent, General Election, Mid-Term Election</p> <p><b>CG2:</b> General Assembly, Senate, House of Representatives, Standing Committee, Ad Hoc Committee, Joint Committee, Conference Committee, Committee System, Speaker of the House, Majority Leader, Minority Leader, Veto</p> <p><b>CG3:</b> Governor, Lieutenant Governor, Formal Powers, Informal Powers, Public Service Commission, Policy Areas, Department of Education, Department of Human Resources, Department of Public Safety, Department of Transportation, Department of Economic Development, Department of Natural Resources</p> <p><b>CG4:</b> Criminal Law, Law Enforcement, Civil Law, Tort</p>				
<p><b>Learning Format</b> (Highlight All That Apply)</p> <p><b>Whole Group</b></p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Other (Please list): Independent choice assignments and activities</b></p>	<p><b>Technology Usage</b></p> <p><b>Teacher:</b> Online Reference Information/Informational Texts</p> <p><b>Student:</b> Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p>		<p><b>Assessment</b> (Highlight All That Apply)</p> <p><b>Student Conferencing</b>    <b>Performance Task</b></p> <p><b>Project</b>                      <b>Class Presentation</b></p> <p><b>Test</b>                              <b>Quiz</b></p> <p><b>Homework</b>                      <b>Ticket Out The Door</b></p> <p><b>CPS Response</b></p> <p><b>Other (Please list):</b></p> <p><b>Daily Warm-Up Questions (review of previously learned material)</b></p>		
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Warm-Up/Hook</b>	<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>

<b>Resource Materials</b>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>
<b>Instructional Activities/ Strategies</b>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Pass back and review and review Friday's quiz, GA Foundations of Government.</li> <li>3) Introduce and begin GA Government Choice Board Activities. (DOK 1,2,3)</li> </ol> <p>* Students will work independently to complete the guided reading assignment, select students will be pulled for pull-out groups to work with the teacher.</p>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Review Chapter 15, Section 1 (GA Executive Branch) Guided Reading. Add to notebook to keep for notes. (DOK 1, 2)</li> <li>3) Work on GA Government Choice Board Activities. (DOK 1,2,3)</li> </ol> <p>* Students will work independently to complete the guided reading assignment, select students will be pulled for pull-out groups to work with the teacher.</p>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Review Chapter 15, Section 2 (GA Legislative Branch) Guided Reading. Add to notebook to keep for notes. (DOK 1, 2)</li> <li>3) Work on GA Government Choice Board Activities. (DOK 1,2,3)</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Cornell Notes: The Difference Civil vs. Criminal Law (GA Judicial Branch).</li> <li>3) Work on GA Government Choice Board Activities. (DOK 1,2,3)</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete warm-up activity/question</li> <li>2) Review Civil Law or Criminal Law Review Worksheet</li> <li>3) Submit Level 2 and 3 Assignments.</li> <li>4) Play Review Game Bingo (GA History Benchmark Standards (H2-H4)).</li> </ol>
<b>Differentiation</b>	Choice Board Activities Small group pull-out Graphic Organizers	Choice Board Activities Small group pull-out Graphic Organizers	Choice Board Activities Small group pull-out Graphic Organizers	Choice Board Activities Small group pull-out Graphic Organizers	Choice Board Activities Small group pull-out Graphic Organizers
<b>WICOR (AVID)</b>	AVID Strategy: Use of Graphic Organizers, Guided reading, reading strategies	AVID Strategy: Use of Graphic Organizers, Guided reading, reading strategies	AVID Strategy: Use of Graphic Organizers, Guided reading, reading strategies	AVID Strategy: Use of Graphic Organizers, Guided reading, reading strategies	AVID Strategy: Use of Graphic Organizers, Guided reading, reading strategies

<b>Homework</b>	1) Work on your choice board assignments. 2) Work on your National History Day Project.	1) Work on your choice board assignments. 2) Work on your National History Day Project.	1) Work on your choice board assignments. 2) Work on your National History Day Project.	1) Work on your choice board assignments. 2) Work on your National History Day Project.	Study for the final exam.
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**Reminders:**

- Thursday, Lab time for NHD research and work.