

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

Week of September 1-5, 2014

<p>Standards/Elements</p>	<p>SS8G1 The student will describe Georgia with regard to physical features and location.</p> <ul style="list-style-type: none"> a) Locate Georgia in relation to region, nation, continent, and hemispheres. b) Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain. c) Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d) Evaluate the impact of climate on Georgia’s development. <p>SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.</p> <ul style="list-style-type: none"> a) Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. European exploration and settlement on the Native American cultures in Georgia. b) Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto. c) Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. <p>SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p>
<p>Essential Questions</p>	<p>How would you describe Georgia's location in relation to the region, nation, continent, and hemispheres? (G1a) What are the five geographic regions found in the state of Georgia and where are they located? What are the significant physical features of Georgia that have impacted its development? (G1c) Where are these physical features located? (G1c) How has Georgia’s climate played a role in its development? (G1d) How did the prehistoric Native Americans develop (evolve) from the Paleo period through the Mississippian Period? (H1a) How did early European contact affect the culture of the Mississippian Indians? (H1b) What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b) Which European countries competed for settlement in the Southeastern US? (H1c) What prompted these countries to explore, claim and settle these new lands? (H1c)</p>
<p>Enduring Understandings</p>	<p>Location: The student will understand that location affects a society’s economy, culture, and development. Movement & Migration: The student will understand that the movement and migration of people and ideas affects all societies involved. Conflict & Change: The student will understand that when there is conflict between or within societies, change is the result. 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>

Essential Vocabulary	G1a: hemisphere, region, continent, latitude, longitude, equator, prime meridian G1b: Appalachian Plateau Region, Ridge and Valley Region, Blue Ridge Region, Piedmont Region, Coastal Plains Region G1c: Appalachian Mountains, Barrier Islands, Okefenokee Swamp, Fall Line, Savannah River, Chattahoochee River G1d: climate, vertical climate H1a: Pre-historic, Paleo, Archaic, Woodland, Mississippian, Atlatl, Common Era (CE), Before Common Era (BCE), Mounds, Mound Builders H1b: Barrier Islands, Hernando de Soto, Spanish Missions H1c: Mercantilism, Colony, Monarch				
Learning Format <i>(Highlight All That Apply)</i> Whole Group Cooperative Group Flexible Group Collaborative Pair Centers/Stations Other (Please list):	Technology Usage Teacher: Online Reference Information/Informational Texts Student: Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)			Assessment <i>(Highlight All That Apply)</i> Student Conferencing Performance Task Project Class Presentation Test Quiz Homework Ticket Out The Door CPS Response Other (Please list): Daily Warm-Up Questions (review of previously learned material)	
	Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up/Hook	Labor Day Holiday – No School	Content-based review question/ writing prompt Warm-Ups completed on page 42 in notebook (periods 3-5)	Content-based review question/ writing prompt Warm-Ups completed on page 42 in notebook (periods 3-5)	Content-based review question/ writing prompt Warm-Ups completed on page 42 in notebook (periods 3-5)	Content-based review question/ writing prompt Warm-Ups completed on page 42 in notebook (periods 3-5)
Resource Materials	Labor Day Holiday – No School	<ul style="list-style-type: none"> • Course Textbook 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) • Quizlet.com (vocabulary review) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) • Quizlet.com (vocabulary review) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) • Quizlet.com (vocabulary review)

Instructional Activities/ Strategies	Labor Day Holiday – No School	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Continue Tweeting with Hernando de Soto Activity (DOK1,2,3)</p> <p>a) Read article and identify the significant people, places, and dates/events in Hernando do Soto’s life; complete the chart/graphic organizer on page 41 in your notebook.</p> <p>b) Based on information in your chart on page 41, create your profile, followers, and 10 tweets. Tweets must be historically accurate, true, and based on Hernando de Soto’s life.</p> <p>c) Draw your pictures and add color.</p> <p>Period 6:</p> <p>2) Class Presentations, Videotape Newscasts; Students will take notes during classmates’ presentations.</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Review Friday’s quiz.</p> <p>3) Finish and turn-in Tweeting with Hernando de Soto Activity (15 minutes)</p> <p>4) Begin Choice Board Review Activities; Re-Learn, Re-Fresh, and Re-Imagine (DOK 1,2,3)</p> <ul style="list-style-type: none"> - Students will choose and complete activities based upon their learning needs. Learning needs are based on data from past assessments and teacher feedback. - Due on Friday <p>Period 6:</p> <p>2) Class Presentations, Videotape Newscasts; Students will take notes during classmates’ presentations.</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Work on Choice Board Review Activities</p> <p>Period 6:</p> <p>2) Complete Project Analysis and feedback sheet.</p> <p>3) Cornell Notes & Summary: European Exploration (quick review), Hernando de Soto, and the Spanish Missions (DOK 1,2)</p>	<p>1) Complete warm-up activity/question</p> <p>Periods 3-5:</p> <p>2) Finish and turn-in Choice Board Review Activities</p> <p>Period 6:</p> <p>2) Complete Quest (bigger than a quiz, but smaller than a test): Pre-Historic Native Americans, European Exploration, Hernando de Soto, and Spanish Missions</p> <p>3) Watch all class presentations; discuss pros and cons of presentations, things to consider in the future.</p>
Differentiation	Labor Day Holiday – No School		Choice Board Review: Students will choose and complete activities based upon their learning needs. Learning needs are based on data from past assessments and teacher feedback.	Choice Board Review: Students will choose and complete activities based upon their learning needs. Learning needs are based on data from past assessments and teacher feedback.	Choice Board Review: Students will choose and complete activities based upon their learning needs. Learning needs are based on data from past assessments and teacher feedback.

WICOR (AVID)	Labor Day Holiday – No School	AVID Strategy: Graphic Organizer to organize information and make connections to other information.	AVID Note-Taking Strategy: Cornell Notes & Summary	AVID Strategy: Writing and the analysis historical and informational texts; Cornell Notes & Summary	AVID Strategy: Writing and the analysis of historical and informational texts; Cornell Notes & Summary
Homework	Labor Day Holiday – No School	Periods 3-5: Work on your Tweeting with Hernando de Soto Activity Period 6: Review your notes; prepare for your presentation	Periods 3-5: Work on Choice Board Review Activities; due on Friday Period 6: Review your notes.	Periods 3-5: Work on Choice Board Review Activities; due on Friday Period 6: Review your notes and study for tomorrow's quest.	Review your notes, organize your notebook and table of contents, watch videos on Mrs. West's website, and have a nice weekend.