**JMS Lesson Plan**

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| **Teacher:** | Tommy Smith – Week 7 (Georgia’s Legislative Branch) | **Subject:** | Social Studies |
| **Date:** | **Beginning:** 9/12/2016 **Ending:**  9/16/2016 | **Grades:** | 8th |
| **Learning****Targets:** | * I can explain the qualifications, term, election, and duties of members of the General Assembly.
* I can describe the organization of the General Assembly, with emphasis on leadership and the committee system.
* I can evaluate how the legislative branch fulfills its role the lawmaking body for the state of Georgia.
 | **Connects with:** | * Current Events articles
* CNN Student News reports
* Daily Human Rights
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| **Standard(s):** | * SS8CG2 a, b, c
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| **Teacher****Notes:** | **Grade Level Class****Monday**  - GA Pledge, CNN News; Analyzing Memorial songs lesson; HW: workbook pages 29 - 31**Tuesday** – G.O.: 72-85; Notes on Legislative Branch, GA Stories **Wednesday** –Bill sort; bill tracking; Exec branch comp study (textb p. 92-95) **Thursday** –Exec branch notes**Friday** – Exec Agencies Jig Saws (96-103) |  |   |
| **DOK Level** | **Activities / Assignments / Questions** | **Assessment** |
| **­­****DOK 1** **&****Remediation** | * Small group remediation on Georgia geography (SS8G2)
	+ *USA Test Prep lessons assigned as needed for remediation*
* Word search & Comprehension Quiz
 | [x]  Formative | [ ] Selected Response - [ ] Constructed Response - [ ] Verbal[ ] Rubric[x] Other – USA Test Prep[x] Other – Worksheets |
| **2** | * Students will order the steps of how a bill becomes a law.
* Students will analyze the executive branch of the state government to answer comprehension questions (wkbk pages 19-20)
 | [x]  Formative[ ]  Summative | [ ] Selected Response - [ ] Constructed Response – [ ] Verbal[ ] Rubric[x] Other: sort[x] Other workbook |
| **3** | * Reading Focus: Students will analyze article on news media bias and then analyze a second article for possible media bias.
* Students will analyze various songs intending to memorialize 911 attacks for feelings, emotions, intended responses, influences, tone, audience, etc. Students will write final verse expanding on song’s theme.
* Students will track a bill as it moves through the GA General Assembly.
* Students will participate in jigsaw activity on the departments and agencies of the executive branch.
 | [x]  Formative[ ]  Summative | [ ] Selected Response - [x] Constructed Response -[x] Verbal[ ] Rubric[x] Other – Bill analysis[x] Other – Notes; jigsaw |
| ***4*** | * AC students will research SS8CG1 (Role of Citizens under GA Constitution), create a song/rap, provide lyrics to peers, and teach presentation to peers. Students will take assessment on SS8CG1
 | [x]  Formative[x]  Summative | [ ] Selected Response -[x] Constructed Response - [x] Verbal[x] Rubric:[ ] Other – [ ] Other –  |
| **Resources:** | <http://www.gpb.org/education/georgia-textbook>[USA Test Prep](http://www.usatestprep.com/member-login) |
| ***\*\*Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter).*** |