**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 | |
| **Standard(s):** | * SS8CG2 a, b, c | | | | | | |
| **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 | | | | Formative | | Selected Response -  Constructed Response -  Verbal  Rubric  Other – USA Test Prep  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) | | | | Formative  Summative | | Selected Response -  Constructed Response –  Verbal  Rubric  Other: sort  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. | | | | Formative  Summative | | Selected Response -  Constructed Response -  Verbal  Rubric  Other – Bill analysis  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 | | | Formative  Summative | | Selected Response -  Constructed Response -  Verbal  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).*** | | | | | | | |