

JMS Lesson Plan

Teacher:	Tommy Smith– Week 9 (Complete Govt/Begin Prehistory)		Subject:	Social Studies
Date:	Beginning: 10/3/2016 Ending: 10/7/2016		Grades:	8th
Learning Targets:	<ul style="list-style-type: none"> ✓ I can evaluate how the executive branch fulfills its role of enforcing the laws in Georgia, the legislative branch fulfills its role the lawmaking body for the state of Georgia, and how the judicial branch in Georgia fulfills its role in interpreting the laws and ensuring justice. ✓ I can describe the evolution of Native American cultures prior to European contact. ✓ 		Connects with:	<ul style="list-style-type: none"> ✓ Current Events articles ✓ CNN Student News reports ✓ Daily Human Rights
Standard(s):	<ul style="list-style-type: none"> ● SS8CG2 a, b, c SS8CG3 a, b,c SS8CG4 a-e ● SS8H1a 			
Teacher Notes:	<p style="text-align: center;">On Grade Level / Support Classes</p> <p>Monday - Review</p> <p>Tuesday – Test</p> <p>Wednesday – Begin Prehistory Jigsaws</p> <p>Thursday – Jigsaws – complete individual</p> <p>Friday – Jigsaw wrap up- students teach</p>		<p>Focus Group: Article on Prehisoric Native Americans</p> <p>Monday: LH IEP 7:30 Guest/short schedule Senior Citizen day</p> <p>CARES:</p> <p>Tuesday “Throwback”– Leadership 7:15am</p> <p>Wednesday – “Dress for Success”504; Grade Level</p> <p>Thursday – “Black/Green/White” Mark Johnson sub</p> <p>Friday – “America”</p>	
DOK Level	Activities / Assignments / Questions			Assessment
DOK 1 & Remediation	<ul style="list-style-type: none"> ● Small group remediation <ul style="list-style-type: none"> ○ USA Test Prep lessons assigned as needed for remediation ● 		<input checked="" type="checkbox"/> Formative	<input type="checkbox"/> Selected Response - <input type="checkbox"/> Constructed Response - <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other – USA Test Prep <input type="checkbox"/> Other
2	<ul style="list-style-type: none"> ✓ Students will make predictions, inferences, observations, and interpretations based on jigsaw tasks. 		<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response - <input type="checkbox"/> Constructed Response – <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other

<p>3</p>	<ul style="list-style-type: none"> ✓ Reading Focus: ✓ Students will use the tasks “It’s in the Bag” and “Can They Vote?” to make connections and develop an argument to prove they know the learning target statements. ✓ Students will complete a unit assessment. ✓ Students will analyze Georgia’s state seal to determine meaning and connections to government. ✓ Students will create a cinquain based on jigsaw documents. ✓ Students will use online textbook and a webquest to analyze how prehistoric indian tribes lived and evolved over time. ✓ Students will teach peers individual jigsaw concepts. 	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response - <input checked="" type="checkbox"/> Constructed Response - <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other – <input type="checkbox"/> Other –
<p>4</p>	<ul style="list-style-type: none"> ● Students will create list of goals for new president complete with explanations of goals. ● Students will develop idea for proposed piece of legislation, trace bill’s route, decide what committee will consider bill, who might testify, which lobbying groups might influence legislators and explain why it might not make it out of committee. 	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response - <input checked="" type="checkbox"/> Constructed Response - <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric: <input type="checkbox"/> Other – <input type="checkbox"/> Other –
<p>Resources:</p>	<p>http://www.gpb.org/education/georgia-textbook USA Test Prep</p>		
<p>**Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter).</p>			