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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **Standard:**    **Essential Question:**  **Enduring Understanding:** | **NO SCHOOL: TEACHER WORKDAY**  **Opening:  5-10 minutes**  **Work Period:  35-40 minutes**  **Closing:  5-10 minutes**  **Literacy Component (Activities designed to address reading and writing standards):** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Tuesday** | **Standard: All standards on December Benchmark**  **Essential Question: All from 1st sememster**  **Enduring Understanding: All from 1st semester** | **Opening: (5-10 minutes) Weakest questions from Benchmark**  **Work Period:  (35-40 minutes)**  **1) Students will be divided into groups based upon Benchmark scores (low, middle, high) Teacher will work with low group; middle level groups will work together on reasoning out correct answers for benchmark questions; high level groups will address the weak link questions to determine reasons for inaccurate answers and creating study aids for most missed standards.**  **2) In groups, students will take turns recalling facts about the legislative and executive branches.**  **Closing:  (5-10 minutes) Write one thing you understand better after today; write one thing that still confuses you; write one thing YOU can do to help yourself learn.**  **HW: Friday quiz on executive and legislative branch (except for bill to law process)**  **Literacy Component (Activities designed to address reading and writing standards): Closing; creating study aids**  **Differentiation: Grouping based on benchmark data; tasks based on grouping; peer-created study aids; cooperative grouping for recall task**  **DOK: Levels 1-4 based on group; Level 1 - refreshing memory for government lessons** | **Whole Group**  **Cooperative Group: YES**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations: YES**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing: YES**  **Performance Task: YES**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door: YES**  **CPS Response** |
| **Wednesday** | **Standard: SS8CG3 Analyze the role of the executive branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.**  **b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs.**  **SS8CG2 Analyze the role of the legislative branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the members of the Georgia General Assembly.**  **b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.**  **c. Trace the steps in the legislative process for a bill to become a law in Georgia.**    **Essential Question:**  **What are the roles and functions of each of the three branches?**  **Enduring Understanding:**  **The distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.** | **Opening:  (5-10 minutes) Executive Branch**  **Work Period:  (35-40 minutes) Computer Lab**  **1) Students will work in "Executive Branch Departments" to prepare for ongoing natural disaster. Each "department" will prepare a one-page memo on how their department will prepare and respond.**  **Closing:  (5-10 minutes) Students will write a brief explanation about why the executive branch is the largest of the three branches.**  **HW: Complete Guided Reading review of Georgia's executive branch (due Friday); Friday quiz on executive and legislative branch (except for bill to law process)**  **Literacy Component (Activities designed to address reading and writing standards): Preparation of memo; closing explanation**  **Differentiation: Cooperative groups; simulation; research and writing**  **DOK: Level 1: Gathering facts about the department and its duties; Level 2: Writing a report with the purpose to inform and influence; Level 3: Present a case to present your view about; Level 4: Transferring knowledge to solve predictable problems, recognition tasks based on real-world situations with extraneous information which must be sorted through** | **Whole Group**  **Cooperative Group**  **YES**  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student: Internet research** | **Student Conferencing**  **Performance Task YES**  **Project**  **Class Presentation YES**  **Test**  **Quiz**  **Homework YES**  **Ticket Out The Door YES**  **CPS Response** |
| **Thursday** | **Standard: SS8CG3 Analyze the role of the executive branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.**  **b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs.**  **SS8CG2 Analyze the role of the legislative branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the members of the Georgia General Assembly.**  **b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.**  **c. Trace the steps in the legislative process for a bill to become a law in Georgia.**    **Essential Question:**  **What are the roles and functions of each of the three branches?**  **Enduring Understanding:**  **The distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.** | **Opening:  (5-10 minutes) Legislative Branch**  **Work Period:  (35-40 minutes) Computer Lab**  **1) Students will work in "Executive Branch Departments" to prepare for ongoing natural disaster. Each "department" will prepare a one-page memo on how their department will prepare and respond.**  **2) Begin round-table discussion among "departments"**  **Closing:  (5-10 minutes) Students will briefly describe the responsibilities of the "department" to which they have been assigned.**  **HW: Complete Guided Reading review of Georgia's executive branch (due Friday); Friday quiz on executive and legislative branch (except for bill to law process)**  **Literacy Component (Activities designed to address reading and writing standards): Preparation of memo; closing description**  **Differentiation: Cooperative groups; simulation; research and writing**  **DOK: Level 1: Gathering facts about the department and its duties; Level 2: Writing a report with the purpose to inform and influence; Level 3: Present a case to present your view about; Level 4: Transferring knowledge to solve predictable problems, recognition tasks based on real-world situations with extraneous information which must be sorted through** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Friday** | **Standard: SS8CG3 Analyze the role of the executive branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.**  **b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs.**  **SS8CG2 Analyze the role of the legislative branch in Georgia state government.**  **a. Explain the qualifications, term, election, and duties of the members of the Georgia General Assembly.**  **b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.**  **c. Trace the steps in the legislative process for a bill to become a law in Georgia.**    **Essential Question:**  **What are the roles and functions of each of the three branches?**  **Enduring Understanding:**  **The distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.** | **Opening:  (5-10 minutes) Terms, qualifications for executive and legislative officials**  **Work Period:  (35-40 minutes)**  **1) Quiz**  **2) Collect Executive branch homework**  **3) Research on General Assembly leadership and committees.**  **HW: Be prepared to complete round table discussion on Monday**  **Closing:  (5-10 minutes) Using complete sentences, explain why it is important to have the committee system.**  **Literacy Component (Activities designed to address reading and writing standards): Utilizing the General Assembly website to access information; explaining in writing the importance of the committee system.**  **Differentiation: Researching real-world, relevant information.**  **DOK: Level 1: Finding basic factual information; Level 2: Explaining specific legislation; Level 3: Making choices and defending them** | **Whole Group**  **YES Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student: Internet research** | **Student Conferencing**  **Performance Task YES**  **Project**  **Class Presentation**  **Test**  **Quiz YES**  **Homework YES**  **Ticket Out The Door YES**  **CPS Response** |