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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 TaskYES****Project****Class PresentationYES****Test****Quiz****HomeworkYES****Ticket Out The DoorYES****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** **YESCooperative Group****Flexible Group** **Collaborative Pair****Centers/Stations****Technology Use:****Teacher:****Student: Internet research** | **Student Conferencing****Performance TaskYES****Project****Class Presentation****Test****QuizYES****HomeworkYES****Ticket Out The DoorYES****CPS Response** |