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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **Standard:** SS8G2. Explain how the Interstate Highway System, Atlanta Hartsfield-Jackson International Airport, Georgia's deepwater ports and the railroads help drive Georgia's economy.a. Explain how the transportation systems interact to provide domestic and international goods to the people of Georgia.b. Explain how the transportation systems interact to provide producers and service providers in Georgia with national and international markets.c. Explain how the transportation systems provide jobs for Georgians. **Essential Question: How do our major transportation systems impact Georgia?****Enduring Understanding: Technological innovations have consequences, both intended and unintended, for a society.** | **Opening:  (5-10 minutes) Review Georgia geography****Work Period:  35-40 minutes** **1) Students will update Interactive Notebook****2) Students will take Cornell notes on Georgia's transportation systems****3) Students will work in pairs to create a presentation concerning the importing and exporting of goods both into and out of Georgia.****4) As their ticket out the door, each student will write a memo to the personnel director listing the new jobs being created to move the products in and out of Georgia****Closing:  5-10 minutes – Ticket out the door****Literacy Component: Memo writing, reading and analyzing maps as well as interpreting data to problem-solve****Formative Assessment: Pairs' discussion and completion of responses to problem-solving task****Vocabulary: Interact, Atlanta Hartsfield=Jackson International Airport, deepwater ports, Savannah, Brunswick, producers, service providers, international markets****Homework: (1) Unit One test on all Georgia geography standards (2) Current event summary due Friday.** | **Whole Group** **Cooperative Group****Flexible Group** **Collaborative Pair****Centers/Stations****Technology Use:****Teacher: Power point****Student: Internet research** | **Student Conferencing****Performance Task****Project****Class Presentation****Test****Quiz****Homework****Ticket Out The Door****CPS Response** |
| **Tuesday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. **Essential Question:**What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?How did environment impact the development of the prehistoric Native American cultures?**Enduring Understanding:** The movement or migration of people and ideas affects all societies involved.Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes - Review of exploration****Work Period:  35-40 minutes** **1) Complete yesterday's assignment, if necessary.****2) Student pairs will share and discuss their solutions and reasoning.****3) Introduction of prehistoric people in North America****4) Students will work in groups to complete graphic organizer chart about prehistoric Native Americans in Georgia.****5) Students will write a brief paragraph summarizing the changes from the Paleo to Archaic period.****Closing:  5-10– Ticket out the door (summary paragraph)****Formative Assessment: Paragraphs to demonstrate knowledge of changes in the Native American life and the causes thereof.****Literacy Component: Summarizing information****Vocabulary: development, prehistoric, Paleo, Archaic, Woodland, Mississippian****HW: (1) Georgia geography unit test on Friday (2) Current event #2 due Friday.**  | **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** |
| **Wednesday** | **Standard:** SS8H1 Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. **Essential Question:**What impact did European How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian period?How did environment impact the development of the prehistoric Native American cultures?**Enduring Understanding:** The movement or migration of people and ideas affects all societies involved.Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes - Analyze political cartoon****Work Period:  35-40 minutes** **1) Students will complete prehistoric Native American chart****2) Students will work individually to complete writing assignment about one of the prehistoric groups (minimum of 1 1/2 pages in length)****3) Volunteer students will read their creation.****Closing:  5-10 – Ticket out the door (1-2 sentences explaining the role of environment in the development which of the prehistoric Native American groups led the most exciting life and why).** **Literacy Component: Using information from a chart to create a fictional written work based on fact****Formative Assessment: Closing assignment****Vocabulary: development, prehistoric, Paleo, Archaic, Woodland, Mississippian****HW: (1) Georgia geography unit test on Friday (2)Current event #2 due Friday.**  | **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** |
| **Thursday** | **Standard:** SS8G1 Describe Georgia with regard to physical features and location.a. Locate Georgia in relation to region, nation, continent, and hemispheres.b. Describe the 5 geographic regions of Georgia.c. Locate and evaluate the importance of key physical features on the development of Georgia.d. Evaluate the impact of climate on Georgia's development.SS8G2. Explain how the Interstate Highway System, Hartsfield-Jackson Int'l Airport, railroads, and the deepwater ports help drive Georgia's economy.**Essential Question** **How has Georgia's location impacted its development?****How do Georgia's transportation systems drive its economy?****Enduring Understanding:** Location affects a society's economy, culture, and development. | **Opening:  5-10 minutes : Settlement of Savannah and the Georgia colony****Work Period:  35-40 minutes****1) Students will draw map of Georgia freehand and identify its main regions and physical features, including waterways.** **2) Using projector, volunteer students will locate the five regions of Georgia and selected physical features.****3) Students will work in pairs to review each other for Unit test using warm-up journals while teacher will work with a small groups to identify problem areas.****Closing:  5-10 – Ticket out the door****Literacy Component: Summary of notes****Formative Assessment: Student responses to review activities****Vocabulary: All terms used this week****HW: 1) Current event #2 due Friday (TOMORROW) 2) Study for Georgia geography Unit test TOMORROW**  | **Whole Group** **Cooperative Group****Flexible Group** **Collaborative Pair****Centers/Stations****Technology Use:****Teacher:  Projector****Student:** | **Student Conferencing****Performance Task****Project****Class Presentation****Test****Quiz****Homework****Ticket Out The Door****CPS Response** |
| **Friday** | **Standard:** All geography standards**Essential Question:** All related to Georgia geography**Enduring Understanding:** Location affects a society's economy, culture, and development. | **SUBSTITUTE****Opening:  5-10 minutes (warm-up questions)** **Work Period:  35-40 minutes** **1) Students will take Unit One test****2) Current Events: volunteer students will present****3) Students will discuss /debate one topic related to current events.****Closing:  5-10 minutes ticket out the door (hardest question and easiest question on the test)****Literacy Component: Ticket out the door****HW: None** | **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** |