

**Weekly Lesson Plans (CMS, 8<sup>th</sup> Grade Social Studies, 2014-15)**

**Week of April 20-24, 2015**

<p><b>Standards/Elements</b></p>	<p><b>SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.</b>  a. Analyze the impact of the transformation of agriculture on Georgia’s growth.  b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.  c. Discuss the impact of Ellis Arnall.</p> <p><b>SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.</b>  a. Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.  b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.  c. Discuss the impact of Andrew Young on Georgia.</p> <p><b>SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.</b>  a. Evaluate the consequences of the end of the county unit system and reapportionment.  b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.  c. Analyze the impact of the rise of the two-party system in Georgia.  d. Evaluate the effect of the 1996 Olympic Games on Georgia.  e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.</p> <p><u><b>Economics</b></u>  <b>SSE1</b> The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p><b>SS8E3 The student will evaluate the influence of Georgia’s economic growth and development.</b>  c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as CocaCola, Delta Airlines, Georgia-Pacific, and Home Depot.</p>
<p><b>Essential Questions</b></p>	<p><u><b>H10</b></u>  What was the impact of the transformation of agriculture on Georgia’s growth? H10a  How did the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contribute to the growth of Georgia? H10b  Who was Ellis Arnall and in what ways did he impact Georgia? H10c</p> <p><u><b>H11</b></u>  What were the major developments in civil rights and Georgia’s role during the 1940s and 1950s; including the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag? H11a</p>

	<p>What role did Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; including such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox? H11b</p> <p>Who was Andrew Young and in what ways did he impact Georgia? H11c</p> <p><b>H12</b></p> <p>What were the consequences of the end of the county unit system and reapportionment? H12a</p> <p>Who was of Jimmy Carter, and what was his role as Georgia’s state senator, governor, president, and past president? H12b</p> <p>What was the impact of the rise of the two-party system in Georgia? H12c</p> <p>What were the effects of the 1996 Olympic Games on Georgia? H12d</p> <p>What is the importance of new immigrant communities to the growth and economy of Georgia?</p>
<p><b>Enduring Understandings</b></p>	<p><b>Conflict and Change:</b> The student will understand that when there is a conflict between or within societies, change is the result.</p> <p><b>Production, Distribution, Consumption:</b> The student will understand the productions, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.</p>
<p><b>Essential Vocabulary</b></p>	<p><b>H10:</b> agriculture, mayors William B. Hartsfield and Ivan Allen, Jr., major league sports, Ellis Arnall</p> <p><b>H11:</b> Civil Rights Movement, Jim Crow Laws, Separate-but-Equal, Herman Talmadge, Benjamin Mays, white primary, Brown v. Board of Education, Martin Luther King, Jr., 1956 state flag, Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter, University of Georgia, Albany Movement, March on Washington, Civil Rights Act, Maynard Jackson, Lester Maddox, Andrew Young</p> <p><b>H12:</b> county unit system, reapportionment, Jimmy Carter, Two-Party System, 1996 Olympic Games, Immigrants</p>

<p><b>Learning Format</b> (Highlight All That Apply)</p> <p><b>Whole Group</b></p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Other (Please list): Independent choice assignments and activities</b></p>	<p><b>Technology Usage</b></p> <p><b>Teacher:</b> Online Reference Information/Informational Texts</p> <p><b>Student:</b> Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p>		<p><b>Assessment (Highlight All That Apply)</b></p> <p><b>Student Conferencing</b>    <b>Performance Task</b></p> <p><b>Project</b>                      <b>Class Presentation</b></p> <p><b>Test</b>                              <b>Quiz</b></p> <p><b>Homework</b>                      <b>Ticket Out The Door</b></p> <p><b>CPS Response</b></p> <p><b>Other (Please list):</b></p> <p><b>Daily Warm-Up Questions (review of previously learned material)</b></p>		
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1<sup>st</sup> Period APP</b>	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.	Social Studies Review Activity. Activity will review low-performing standards.
<b>EU</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>	<b>Individuals, Groups, Institutions; Conflict &amp; Change; Production, Distribution, Consumption</b>
<b>GPS</b>	H10a-c GPS	H11a-c GPS	H11a-c GPS	H12a-e GPS, H3c	H12a-e GPS, H3c
<b>EQ</b>	H10a-c EQs	H11a-c EQs	H11a-c EQs	H12a-e GPS, H3c EQs	H12a-e GPS, H3c EQs
<b>Warm-Up/Hook</b>	Content-based review question/ writing prompt  Students will complete their warm-up in their	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.	Content-based review question/ writing prompt  Students will complete their warm-up in their notebook on the assigned page.

	notebook on the assigned page.				
<b>Resource Materials</b>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Textbook</li> <li>• Online Reference Information/Informational Texts</li> <li>• Georgia Virtual Textbook</li> <li>• New Georgia Encyclopedia (georgiaencyclopedia.org)</li> </ul>
<b>Instructional Activities/ Strategies</b>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Review – WWII (H9) Review Station Activity Answers</b></p>	<p><b>GA Milestones Testing – Day 1 ELA Modified Schedule</b></p> <p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Individual Work –</b> Civil Rights Movement Galley Walk. Students will visit stations (both</p>	<p><b>GA Milestones Testing – Day 2 ELA Modified Schedule</b></p> <p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Individual Work –</b> Student will complete Civil Rights Movement Gallery Walk and turn in at the end of the period.</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Quick Check - Chapter 12 Reading</b></p> <p>c) <b>Review &amp; Video –</b> Pass back and review Civil Rights Movement Gallery Walk activity; also, watch brief Civil Rights Movement video.</p>	<p>1) <b>Class Activities:</b></p> <p>a) <b>GA Milestones Prep –</b> Students will use GA Milestones Review Packet to complete review content information and complete sample test questions. Packets will be kept in classroom and sent home the week of the test.</p> <p>b) <b>Quick Check and Review - Review Jimmy Character Analysis Activity</b></p> <p>c) <b>Direct Instruction:</b> Guided Notes – Modern Georgia (H12)</p>

	<p><b>c) Direct Instruction</b> – Finish post-WWII Georgia unit notes (H10)</p>	<p>pictures and videos) about key people, places, and events of the Civil Rights Movement (H11). As the students complete each station they will complete a Civil Rights Movement Graphic Organizer. To complete the graphic organizer, students will write a summary of the Civil Rights time period.</p>		<p><b>d) Individual Work –</b> Students will complete Jimmy Carter Character Analysis Activity. They will finish for homework.</p>	
<b>And Differentiation</b>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>	<p>Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.</p>
<b>WICOR (AVID)</b>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>	<p>AVID Strategy: Reading Non-Fiction Sources</p>
<b>Homework</b>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Thursday.</p>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Thursday.</p>	<p>Work on Chapter 12 Guided Reading Assignment. It is due on Thursday.</p>	<p>Finish Jimmy Carter Character Analysis Activity.</p>	<p>Review your notes. Study for the GA Milestones.</p>

**Reminders:**