

Weekly Lesson Plans (CMS, 8th Grade Social Studies, 2014-15)

Week of January 26-30, 2015

Standards/Elements	<p>SS8CG4 The student will analyze the role of the judicial branch in Georgia state government. d. Describe ways to avoid trouble and settle disputes peacefully.</p> <p>SS8CG6 The student will explain how the Georgia court system treats juvenile offenders. a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each. b. Describe the rights of juveniles when taken into custody. c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process. d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice process, how the decision to transfer to adult court is made, and the possible consequences.</p>
Essential Questions	<p>How can disputes be settled peacefully? How is delinquent behavior different from unruly behavior, and what are the consequences of each behavior? What rights do juveniles have when taken into custody? How are juvenile offenders processed through Georgia’s juvenile justice system? What are the seven offenses for which a juvenile can be tried as an adult? How are juvenile cases handled when a juvenile commits one of the seven deadly sins?</p>
Enduring Understandings	<p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p>
Essential Vocabulary	<p>Delinquent Juveniles: Those under the age of 17 who commit acts that would be considered crimes if committed by an adult (for example, burglary or car theft). Unruly Juveniles: Those under the age of 18 who commit acts that would not be crimes if committed by adults (for example, running away from home or disobeying parents) Deprived Juveniles: Children under the age of 18 who are neglected or abused by parents or guardians or those who have no parents or legal guardians.</p>

<p>Learning Format (Highlight All That Apply)</p> <p>Whole Group</p> <p>Cooperative Group</p> <p>Flexible Group</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Other (Please list): Independent choice assignments and activities</p>	<p>Technology Usage</p> <p>Teacher: Online Reference Information/Informational Texts</p> <p>Student: Online Reference Information/Informational Texts Georgia Virtual Textbook New Georgia Encyclopedia (georgiaencyclopedia.org) Quizlet.com (vocabulary review)</p>			<p>Assessment (Highlight All That Apply)</p> <p>Student Conferencing Performance Task</p> <p>Project Class Presentation</p> <p>Test Quiz</p> <p>Homework Ticket Out The Door</p> <p>CPS Response</p> <p>Other (Please list):</p> <p>Daily Warm-Up Questions (review of previously learned material)</p>		
	Monday	Tuesday	Wednesday	Thursday	Friday	
<p>1st Period APP</p>	<p>Work on National History Day Project</p> <p><i>Projects are due on Friday</i></p>	<p>Work on National History Day Project</p> <p><i>Projects are due on Friday</i></p>	<p>Work on National History Day Project</p> <p><i>Projects are due on Friday</i></p>	<p>Work on National History Day Project</p> <p><i>Projects are due on Friday</i></p>	<p>Atlanta History Center Field Trip</p>	
<p>EU</p>	<p>Rule of Law</p>	<p>Rule of Law</p>	<p>Rule of Law</p>	<p>National History Day Project Work</p>	<p>Atlanta History Center Field Trip</p>	
<p>GPS</p>	<p>SS8CG4b; SS8CG6a-d</p>	<p>SS8CG4b; SS8CG6a-d</p>	<p>SS8CG4b; SS8CG6a-d</p>	<p>National History Day Project Work</p>	<p>Atlanta History Center Field Trip</p>	
<p>EQ</p>	<p>All EQs listed above</p>	<p>All EQs listed above</p>	<p>All EQs listed above</p>	<p>National History Day Project Work</p>	<p>Atlanta History Center Field Trip</p>	
<p>Warm-Up/Hook</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Content-based review question/ writing prompt</p> <p>Students will complete their warm-up in their notebook on the assigned page.</p>	<p>Atlanta History Center Field Trip</p>	

Resource Materials	MLK, Jr. Day – No School	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	<ul style="list-style-type: none"> • Course Textbook • Online Reference Information/Informational Texts • Georgia Virtual Textbook • New Georgia Encyclopedia (georgiaencyclopedia.org) 	Atlanta History Center Field Trip
Instructional Activities/ Strategies	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>Introduce Georgia's Juvenile Justice System</p> <p>2) Class Activities:</p> <p>a) Students will work on Juvenile Justice System Guided Reading, Chapter 15, Section 4.</p> <p>b) Teacher will conduct small group instruction with pre-selected small groups based on student needs.</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Direct Instruction: Guided Notes: Juvenile Law in Georgia, Part 1 (20-25 minutes) Notes will be posted on Edmodo.</p> <p>b) Choice Assignment: Students will choose one format to demonstrate their knowledge of the Juvenile Justice System. Assignment will be posted on Edmodo. Choice Assignment Directions: "" - It's Saturday night and some of your friends have decided to hangout. They are having fun at first, but then things make a</p>	<p>1) Complete today's warm-up question and write your homework in your agenda.</p> <p>2) Class Activities:</p> <p>a) Direct Instruction: Guided Notes: Juvenile Law in Georgia, Part 2 (20-25 minutes) Notes will be posted on Edmodo.</p> <p>b) Choice Assignment: Students will choose one format to demonstrate their knowledge of the Juvenile Justice System. Assignment will be posted on Edmodo. Choice Assignment Directions: "" - It's Saturday night and some of your friends have decided to hangout. They are having fun at first, but then things make a turn for the worst. Your friends end up committing one of the seven deadly sins. Your</p>	Meet in Lab #3 to work on National History Day project.	Atlanta History Center Field Trip Students not attending the field trip will be given an assignment to review previously taught content material.

		<p>turn for the worst. Your friends end up committing one of the seven deadly sins. Your friends did not pay attention in class and they come to you looking for help. To help your friends you must:</p> <ol style="list-style-type: none"> 1) Inform them about the seven deadly sins. 2) Explain to them how they will be processed through the Juvenile Justice System. 3) Explain how that process is different if they had not committed one of the seven deadly sins. <p>Choose a format to complete the assignment. Choices include: a brochure, website, comic strip, story book, or student can suggest a format to complete the assignment (must be approved by the teacher first).</p>	<p>friends did not pay attention in class and they come to you looking for help. To help your friends you must:</p> <ol style="list-style-type: none"> 1) Inform them about the seven deadly sins. 2) Explain to them how they will be processed through the Juvenile Justice System. 3) Explain how that process is different if they had not committed one of the seven deadly sins. <p>Choose a format to complete the assignment. Choices include: a brochure, website, comic strip, story book, or student can suggest a format to complete the assignment (must be approved by the teacher first).</p> <p>c) Teacher will conduct small group instruction with pre-selected small groups based on student needs.</p>		
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Differentiation	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.	Pull-out groups; review notes, key concepts and progress monitoring; flexible grouping; modified assignments.		Atlanta History Center Field Trip
WICOR (AVID)	AVID Strategy: Reading Non-Fiction Sources	AVID Strategy: Cornell Notes; Writing in Content/Writing Across the Curriculum	AVID Strategy: Cornell Notes; Writing in Content/Writing Across the Curriculum	AVID Strategy: Research	Atlanta History Center Field Trip
Homework	Finish Chapter 15, Section 4 Guided Reading. Also finish, "Advising Your Client" writing activity that was due today. Assignments is posted on Edmodo.	Work on your Juvenile Justice Choice Assignment. The directions are posted on Edmodo. It is due on Thursday. Also, finish your National History Day Project. It is due on Friday.	Work on your Juvenile Justice Choice Assignment. The directions are posted on Edmodo. It is due on Thursday. Also, finish your National History Day Project. It is due on Friday.	Finish your National History Day Project. It is due tomorrow.	Have a nice weekend.

Reminders:

National History Day Project is due on Friday, January 30, 2015.