CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 8/10 – 8/11 2015

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)***SS8G1 Describe Georgia with regard to physical features and location.** * 1. Locate Georgia in relation to region, nation, continent, and hemispheres.
	2. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
	3. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
	4. Evaluate the impact of climate on Georgia's development.

SS8H 1 The student will evaluate the development of Native American culures and the impact of European exploration and settlement on the Native American cultures in Georgia.1. Describe the Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
2. Evaluate the impact of European contact on Native American cultures ; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
3. Explain reasons for European exploration and settment of North America, with empahasis on the interests of the French, Spanish, and British in the southeastern area.

SS8G1 The student will describe Georgia with regard to physical features and location. a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.  c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.  d. Evaluate the impact of climate on Georgia's development.  |  *Wednesday/Friday Schedule* |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**The students will be administered a pre-assessment on Geography, Exploration, and Native Amercian cultures in order to illicit an understanding of what our students know, understand, and are able to do. Moreover, the preassessment will be used to also determine what students know about the topic before it is taught.  |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *Students will work on a warm up consisting of the following:* | **Write one paragraph about how transportation has affected the economy of Georgia.**  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)* | **Students will create a brochure on the major highways which will also include Hartsfield-Jackson International Airport, Georgia's deepwater ports, and the railrods that help drive the state's economy.**  |
|  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  | **Students will be allowed the opportunity to share ideas on completing the brochure.**  |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) | **Students will gather the information to complete the brochure in small groups.**  |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)* Students will gather the necessary information to complete the transportation brochure.  | **Summary** |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* **Students answer will complete an exit ticket that will consist of 2-3 questions based on today's learning intentions.**  | **Summary** |
|  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  | **Students will summarize and explain the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia's deepwater ports, and the railroads help drive the state's economy.**  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | **Students will complete choice activities and summarize.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Instructional Guide, Maps, Comprehension Questions, PowerPointIPads from media center, Textbooks and Coach books, art accessories |
| **Notes:**Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |