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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 1 | Thursday, 8/2 | Rules andRegulations | Familiarize students with daily routines. Review syllabus. | EQ: What is the purpose of government? IntroductionsSyllabus and Expectations Explain notebook organization and checks  | SSCG1-2 |
| Friday, 8/3 | Ch. 1 Purposes ofGovernment | Discuss the purpose ofGovernment as related to ideologies. | E.Q. 5 question individual response on Purposes of Government; What are the 4 purposes of government? -Foundations Vocabulary -Lecture/PP-FWS (What is Government) | SSCG1 a-d |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 2 | Monday, 8/6 | Ch. 1 People andGovernment | Evaluate the pros andcons of different types of government. | E.Q.-What are the different types of government and what are the pros/cons/examples of each? -CHART ON TYPES OF GOV. | SSCG1a-d |
| Tuesday, 8/7 | Political philosophies | Key idea of limited government and rule of law in Magna Carta, Petition of right, and English Bill of rights | EQ: Who and what influenced American government? Philosophers and Documents PP Comparison Chart | SSCG2a, b |
| Wednesday, 8/8 | Political Philosophies | How political philosophies influenced the Declaration of Independence | EQ: How did the four philosophers influence our concepts of government?Analyze Break-Up letter.PPT – Declaration of Independence | SSCG2c |
| Thursday, 8/09 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the difference between the executive president and parliamentary systems of governmentProject: Create a Government | SSCG1, SSCG2 |
| Friday, 8/10 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of a democracy. Project: Create a Government | SSCG1, SSCG2 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 3 | Monday, 8/13 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of an oligarchy. Project: Create a Government | SSCG1, SSCG2 |
| Tuesday, 8/14 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of an Autocracy. Project: Presentation Day!  | SSCG1, SSCG2 |
| Wednesday, 8/15 | Synthesis of Unit 1 standards  | Overview of Unit 1  | EQ: What was the most difficult part of creating a country and a government? What was the easiest part?**Writing Assignment (20pt.)- Project Reflection** Begin Study Guide  |  |
| Thursday, 8/16 | Review Unit 1 | Foundations of American Government  | EQ: Explain the differences between the Magna Carta, English Bill of Rights and Petition of Rights.Study Guide questions Review for Unit 1 Test- Review Game  | SSCG1, SSCG2, and SSCG3 |
| Friday, 8/17 | Unit 1 Test | Unit 1 Test | EQ: Questions??Unit 1 TestAfter test, Intro to the ConstitutionComplete Vocabulary Activity 3 (The Constitution) | SSCG1, SSCG2, and SSCG3 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 4 | Monday, 8/20 | Begin Unit 2: The ConstitutionArticles of Confederation  |  Weaknesses of Articles of Confederation and why it failed. | EQ: What was the Articles of Confederation? What was its purpose?Go over test- reteach if necessary PPT – Articles of ConfederationDiscuss Weaknesses of Articles of ConfederationActivity – Political Cartoon: The Constitution | SSCG3 |
| Tuesday, 8/21 | Constitutional Convention | The student will analyze the Constitutional Convention and compare the process to that of the Articles of Confederation. | EQ: List at least four weaknesses of the Articles of Confederation and explain why they are considered “weak.”Constitutional Convention PPT and interactive notes  | SSCG3 |
| Wednesday, 8/22 | Ratification of the Constitution | Explain the differences between the Federalists and the Anti-Federalists. | EQ: Explain the difference in the Federalists and the Anti-Federalists.PPT – Federalist vs Anti-FederalistsRatification Process How constitution is Ratified/Amended (PPT) | SSCG3 |
| Thursday, 8/23 | The Constitution | The student will Identify components of the U.S. Constitution. | EQ: Compare the Constitution and the Articles of Confederation. What made the Constitution a document that could withstand time but also provide sufficient structure? Constitution Scavenger HuntConstitution PPTChecks and Balances | SSCG3, SSCG4, SSCG5 |
| Friday, 8/24 | Fundamental Principles of the U.S. Constitution | Explain separation of powers, federalism, checks and balances. | EQ: What is the difference between separation of powers and checks and balances? PPT – Separation of Powers vs. Checks and BalancesPolitical Cartoon –The Federal System | SSCG3, SSCG4, SSCG5 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 5 | Monday, 8/27\*Essay – English  | Bill of Rights | Analyze meaning and Importance of rights guaranteed under the Bill of Rights | EQ: What is the purpose of the Bill of Rights? Explain the Bill of Rights Activity: Drawings | SSCG3, SSCG4, SSCG5, SSCG6, SSCG7 |
| Tuesday, 8/28 | Review Unit 2  | Review Unit 2  | EQ: How did the Constitution change America as a whole? Study GuideReview questions | SSCG3, SSCG4, SSCG5, SSCG6 |
| Wednesday, 8/29 | Unit 2: Constitution Test | Unit 2: Constitution Test | Test When finish Constitution Test, Complete Vocabulary Sheet – Chapter 5 | SSCE3, 4, 5, 7, and 6SSCG8 |
| Thursday, 8/30 | Begin Unit 3: Legislative Brach  | The students will be able to explain the purpose of the Legislative Branch | EQ: What is the purpose of the Legislative Branch? Legislative Branch PPT Check and Balances – how the Legislative branch checks the other two branches of governmentQualifications for representatives and senatorsElection Process | SSCG8 |
| Friday, 8/31 | Legislative Branch | Compare and contrast the powers of each chamber of Congress  | EQ: What is a bicameral legislature? Congress in a Flash! Overview The Organization of Congress – Vocabulary ch. 5 | SSCG8 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, AUGUST 27.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 6 | Monday, 9/3 | **LABOR DAY HOLIDAY** |
| Tuesday, 9/4 | Legislative Branch | The student will be able to explain how the two houses of Congress function. | EQ: What are the two houses of Congress? Explain each. Legislative Branch Scavenger Hunt | SSCG8 |
| Wednesday, 9/5 | The Legislative Process | The student will be able to explain how a bill becomes a law. | EQ: What is a bill? How does a bill become a law?Video – School House RockHow a Bill Becomes a Law diagramGo over Diagram**Distribute Benchmark 1 Study Guide** | SSCG8 |
| Thursday, 9/6 | Congressional Committees | The student will analyze leadership positions and committees within the Legislature. | EQ: What is a congressional committee? What is the purpose of committees? Committees in congress – PPTGuided reading – activity 5-4Go over Guided Reading | SSCG8 |
| Friday, 9/7 | Compare and Contrast Powers of Congress  | The student will understand the powers of Congress.  | EQ: Where in the Constitution does it lay out specific powers of Congress? Re-teaching Activity – Chapter 6 – Development of Congressional PowersImpeachment and Removal Process  | SSCG8 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 7\* | Monday, 9/10Benchmark #1 – ENGLISH | Chapter 7 – Section 3 Influencing Congress | Analyze the positive and negative role lobbyists play in the Legislative Process | EQ: In what ways do you think members of congress are influenced? Influencing Congress – Guided Reading Activity 7-3Go over ActivityPolitical Cartoon Activity-6 | SSCG8 |
| Tuesday, 9/11Benchmark #1 – SCIENCE | Quiz over Legislative Branch  | Knowledge check: Legislative Branch  | EQ: Set up the Legislative Branch in picture format. Quiz over Legislative Branch After quiz, students begin working on Benchmark Study Guide  | SSCG8 |
| Wednesday, 9/12Benchmark #1 – ELECTIVES | Review for Benchmark | Benchmark Review | EQ: Explain the major themes of Units 1, 2 and 3. Study Guide/Review/Questions | SSCG8 |
| Thursday, 9/13Benchmark #1 –MATH | Review for Benchmark | Benchmark Review | EQ: Explain the major themes of Units 1, 2 and 3. Study Guide/Review/Questions | SSCG8 |
| Friday, 9/14Benchmark #1 –SOCIAL STUDIES | SS Benchmark #1 | SS Benchmark #1 | SS Benchmark #1 | SSCG 1-9 |

**\*NO OTHER MAJOR ASSESSMENTS MAY BE GIVEN THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 8 | Monday, 9/17 | Go over Benchmark 1 | Go over Benchmark 1/The Executive Branch | EQ: TBD based on BM scores/standards missedExecutive branch vocabulary & chart | SSCG9 |
| Tuesday, 9/18 | The Executive Branch | Formal and informal qualifications of the Executive Branch | EQ: Who is a part of the Executive Branch? Executive Branch PPTFinish Executive Branch worksheetGuided Reading activity 8-1 | SSCG9 |
| Wednesday, 9/10 | Roles of the President | Distinguish between the different roles of the President | EQ: What are the roles of the President? Guided Reading/Activity 9-1🡪 Jigsaw method?  | SSCG10 |
| Thursday, 9/20 | Introduction of Presidential Research Project | The students will research their assigned U.S. President. | EQ: How many presidents have we had in the United States? Give instructions for President research project. | SSCG10 |
| Friday, 9/21 | Writing Workshop and Presidential Project | Hold a writing workshop to prepare for the Performance Essay on Monday  | Writing Workshop in preparation for Performance EssayGive essay documents out to students Allow students to work on Presidential Project when they understand the documents given | SSCG10 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 9 | Monday, 9/24\*Essay – Social Studies | Performance Essay  | Performance Essay | Performance EssayContinue working on Presidential Research Project after Essay  | Performance Essay |
| Tuesday, 9/25 | Presidential Research Project | The students will research their assigned U.S. President. | EQ: How does the Executive Branch check the other two branches of government? How is the Executive Branch checked?Presidential research project  | SSCG10 |
| Wednesday, 9/26 | Presidential Research Project | The students will research their assigned U.S. President. | EQ: Based on the information you have found, would you vote for your assigned president? Why or why not?**Formative Assessment**  | SSCG10 |
| Thursday, 9/27 | Presidential Research Project | The students will research their assigned U.S. President. | EQ: What system is used to elect the U.S. President? Last day to work on Presidential Research Project  | SSCG10 |
| Friday, 9/28Friday, 10/13Early ReleaseHomecoming | Presidential Research Project PRESENTATIONS  | The students will present their assigned U.S. President | EQ: What is significant about the 22nd and 25th amendments?  | SSCG10 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, SEPTEMBER 24.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 10 | Monday, 10/1\*Essay – Science | Presidential Research Project PRESENTATIONS | The students will present their assigned U.S. President | EQ: TBD based on formative – re-teaching opportunity  | SSCG10 |
| Tuesday, 10/2 | Overview of the Executive Branch  | The students will combine the learned content and the research that they did individually to review the Executive Branch as a whole  | EQ: What is the main purpose of the Executive Branch and who is involved? Jigsaw Activity: Overview of the Executive Branch  | SSCG10 |
| Wednesday, 10/3 | Review for Unit 4: Executive Branch Test | The students will Review for the Unit 4 test.  | EQ: What are the qualifications to run for President? What are the major roles of the President?Study Guide | SSCG10 |
| Thursday, 10/4 | Unit 4: Executive Branch Test | Unit 4: Executive Branch Test | Unit 4: Executive Branch TestGovernment Bureaucracies Vocabulary | SSCG9,10 |
| Friday, 10/5 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, OCTOBER 1.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 11 | Monday, 10/8 | **FALL HOLIDAY!** |
| Tuesday, 10/9 | Foreign Policy  | The student will be able to explain foreign policy, diplomacy and treaties. | EQ: What is foreign policy? How are we affected by it? Foreign Policy ActivityBegin Current Event project  | SSCG11 |
| Wednesday, 10/10PSATCollege & Career Fair | Federal Bureaucracies and Foreign Policy | Current Event Writing Assignment | EQ**:** How do federal bureaucracies and foreign policy impact American citizens? **Quiz** Current Event Project: Based on research, students will write a newspaper article (20 pt. writing assignment) | SSCG11,12 |
| Thursday, 10/11 | Federal Bureaucracies and Foreign Policy | Presentations | EQ: Based on your research, how did your chosen current event relate to federal bureaucracies or foreign policy?Presentations – quiz grade  |  |
| Friday, 10/12 | Federal Bureaucracies and Foreign Policy | Presentations | EQ: Based on your research, how did your chosen current event impact American lives? Presentations – quiz grade  |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 12 | Monday, 10/15\*Essay – Math | **Unit 6**: Judicial Branch | The students will analyze law in America.  | EQ: What is the purpose of the Judicial Branch? Complete vocabulary Activity 15Judicial Branch PP  | SSCG13 |
| Tuesday, 10/16 | Judicial Branch and Supreme Court | The students will analyze the Supreme Court and understand its jurisdiction. | EQ: What is the Supreme Court? What is its purpose? What is Judicial Review?Finish Vocabulary Supreme Court NotesMarbury vs. Madison | SSCG13 |
| Wednesday, 10/17 | Judicial Activism vs. Judicial Restraint  | The students will analyze court cases. | EQ: What is judicial activism and judicial restraint? Create a definition for the two terms as a class Identifying court cases as they relate judicial activism vs. judicial restraint | SSCG13 |
| Thursday, 10/18 | Criminal Justice Process | The students will explain the criminal justice process. | EQ: What are the steps taken when a person is arrested to when they appear at court? Due ProcessAmendments 4, 5, 6 and 14(analyze) | SSCG14 |
| Friday, 10/19 | Synthesizing the Judicial Branch  | The students will apply the knowledge gained on the Judicial Branch.  | EQ: What does “jurisdiction?” Why is this a vital part of the Judicial Branch?  | SSCG14 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, OCTOBER 15.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 13 | Monday, 10/22 | 10 Court Cases Every Teenager Should Know  | The students will analyze 10 court cases that every teenager should know.  | EQ: Why are supreme court cases important for all U.S. Citizens to know about? Jigsaw Activity: 10 Supreme Court Cases Every Teenager Should Know | SSCG13 |
| Tuesday, 10/23 | Socratic Seminar  | The students will use their knowledge of the Supreme Court Cases to participate in a Socratic Seminar with the class.  | EQ: Which Supreme Court case surprised you the most?Socratic Seminar  | SSCG13 |
| Wednesday, 10/24 | Review for Unit 6 Test  | The students will synthesize their knowledge of the Judicial Branch to prepare for the Unit Test. | EQ: What is the main purpose of the Judicial Branch? Explain the hierarchy of court systems. Review for Test  | SSCG13, 14 |
| Thursday, 10/25 | **Unit 6 Test**  | The students will synthesize their knowledge of the Judicial Branch and apply it to the Unit Test. | EQ: Judicial Branch questions or concerns Unit 6 Test  | SSCG13, 14 |
| Friday, 10/26 | Go over Judicial Branch Test | Go over Judicial Branch Test | EQ: TBD (most missed questions on test)Go over Judicial Branch TestBegin Unit 7 | SSCG13, 14 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 14\* | Monday, 10/29Benchmark #2 – SCIENCE | Foundations of Government and 3 branches of the United States Government  | The students will synthesize their knowledge of the 3 branches of government.  | EQ: What is the purpose of each branch of government? Why is separation of powers and checks and balances necessary? Timeline of the founding of the U.S.Review 3 Branches as a class- Draw out charts for each  |  |
| Tuesday, 10/30Benchmark #2 –ENGLISH | Review for Benchmark 2 | The students will complete a study guide for Benchmark 2.  | EQ: What is a democracy? How effective has this been in our country? Study Guide and Designated Question/Answer Time Students submit any confusing concepts  |  |
| Wednesday, 10/31Benchmark #2 – ELECTIVES | Review for Benchmark 2 | The students will ask any lingering questions and play a review game to prepare for the Benchmark.  | EQ: TBD🡪Student-given Review Game  |  |
| Thursday, 11/01Benchmark #2 –SOCIAL STUDIES | Benchmark #2 |  |  |  |
| Friday, 11/02Benchmark #2 –MATH | Go over Benchmark and begin Unit 7 | Go over Benchmark, ask any clarifying questions. Begin Unit 7.  | EQ: What questions do you have about the Benchmark from yesterday?Go over BM2Begin Unit 7: Elections, Political Parties, and Civic Duties  |  |

**\*NO OTHER MAJOR ASSESSMENTS MAY BE GIVEN THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 15 | Monday, 11/5 | Demonstrate knowledge of local, state, and national elections | The student will be able to describe political parties | EQ: What is the purpose of political parties? Development of Parties = guided reading 16-1Party Organizations Guided reading 16-2“What Political Party Am I?” Quiz  | SSCG 15 |
| Tuesday, 11/6 | Describe the nomination and election process | The student will be able to describe the nomination and election process | EQ: Explain the nomination and election process. Create campaign budgetCampaign Posters  | SSCG 15 |
| Wednesday, 11/7 | Describe the nomination and election process | The student will be able to describe the nomination and election process | EQ: What is your platform for your campaign posters? What are you spending the most money on? Complete campaign budget and posters. | SSCG 15 |
| Thursday, 11/8 | Political media | Analyze the influence of media coverage on elections | EQ: How does news media use TV and social media to influence elections and voters? Students will be given different news stories dealing with campaigns and will be given questions to answer as they read.  | SSCG 15 |
| Friday, 11/9 | Quiz over Elections  | The students will apply their knowledge of elections by completing a quiz.  | Quiz over standard SSCG15When finished, do Civic Duty Vocabulary | SSCG 15 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 16 | Monday, 11/12\*Essay - Electives | Civic duties and responsibilities | The students will understand their civic duties and responsibilities as an American. | EQ: What is the difference between civic duties and civic responsibilities?Ch. 16 VocabularyPowerPoint and Notes Voter Registration Video |  |
| Tuesday, 11/13 | Civic duties and responsibilities | The students will understand their civic duties and responsibilities as an American. | EQ: In your opinion, why do many Americans ignore their civic duties and responsibilities? Finish PowerPoint Voter Registration Video |  |
| Wednesday, 11/14 | Who represents you?  | The students will research their local, state, and national representatives.  | EQ: Who are your local and state representatives?Representative PowerPointRepresentatives Research  |  |
| Thursday, 11/15 | Who represents you? | The students will research their local, state, and national representatives. | EQ: Why is it important to know who your local and state representatives? Continue research and prepare to present it to the class. **Unit 7 Study Guide**  |  |
| Friday, 11/16 | **Unit 7 Test**  |  |  |  |
| **THANKSGIVING BREAK!****11/19 🡪 11/23** |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, NOVEMBER 12.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 17 | Monday, 11/26 | State and Local Government | The students will analyze their state and local government.  | EQ: What do you know about Georgia’s government? Introduction to Georgia government Analyze the Georgia ConstitutionState and Local Vocabulary | SSCG17 |
| Tuesday, 11/27 | State and Local Government | The student will compare State government with federal government | EQ: How is Georgia’s government structure and the federal government’s structure similar and different? PowerPoint and guided notes Compare and Contrast State and Local Governments using comparison charts. | SSCG17 |
| Wednesday, 11/28 | Sources of Revenue by local governments and where tax dollars are spent | The student will explain the services provided by state and local governments. | EQ: Where do you think most of Georgia’s revenue (income) comes from? State Government Revenue reading activity | SSCG17 |
| Thursday, 11/29 | Begin Georgia Government Research Activity | The students will begin their Georgia Government Research Activity and research the details of Georgia’s government.  | EQ: What is the supremacy clause? How does that limit state power? Go over guidelines for Georgia Government Research Activity and begin  | SSCG17 |
| Friday, 11/30 | Georgia Government Research Activity | The students will work on their State Project and research the details of Georgia’s government.  | EQ: How is Georgia’s government set up? Continue working on Georgia Government Research Activity  | SSCG17 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 18 | Monday, 12/3 | Georgia Government Research Activity | The students will work on their State Project and research the details of Georgia’s government.  | EQ: What big change just occurred in Georgia’s government system? Hint: in November Continue working on Georgia Government Research Activity | SSCG17 |
| Tuesday, 12/4 | Civil Rights | Students will explain the evolution of civil rights in America | EQ: What does “Civil Rights” mean to you? Writing Assignment Civil Rights definition brainstorm activity Evolution of Civil Rights Timeline/Notes |  |
| Wednesday, 12/5 | Civil Rights vs. Human Rights | Students will compare civil rights and human rights. | EQ: What is the difference between human rights and civil rights? Video on human rights Primary source documents activity- Bill of Rights and the Universal Bill of Rights analysis |  |
| Thursday, 12/6 | Civil Rights: Current Event | Students will research a news stories dealing with civil rights today. | EQ: What recent news stories deal with Civil Rights? Give instructions for Civil Rights Research assignment- give out guided research sheetI will present an example for clarity.  |  |
| Friday, 12/7 | Civil Rights: Current Event  | Students will research a news stories dealing with civil rights today. | EQ: What are some examples of Civil Rights being promoted or taken away today? Civil Rights Research assignment |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(CCGPS, GPS, AP)** |
| Week 19 | Monday, 12/10 | Civil Rights: Current Event | Presentations and Discussions | Presentations and Discussions |  |
| Tuesday, 12/11 | Civil Rights: Current Event | Presentations and Discussions | Presentations and Discussions |  |
| Wednesday, 12/12 | BM3 Review: Foundations, Constitution  | The students will review the founding of the country in preparation for the final exam.  | EQ: What made the founding of the United States of America so unique? Pass out BM3 Study Guide BM3 Review: Foundations, Constitution |  |
| Thursday, 12/13 | BM3 Review:3 branches of government  | The students will review the 3 branches of government in preparation for the final exam. | EQ: What are the 3 branches of the United State’s government? What is the purpose of each?BM3: 3 branches of governmentContinue working on study guide  |  |
| Friday, 12/14 | BM3 Review:Elections, Civic Duties, Civil Rights  | The students will review the Elections, Civic Duties, and Civil Rights in preparation for the final exam. | EQ: What is the difference between rights, duties and responsibilities? BM3 Review: Elections, Civic Duties, Civil RightsContinue working on study guide  |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(CCGPS, GPS, AP)** |
| Week 20 | Monday, 12/17 | **Review for Benchmark 3** | **Review for Benchmark 3** | **EQ: Final questions from study guide** **BM3 Review Game**  |  |
| Tuesday, 12/18 | **Benchmark #3 – SEMESTER EXAMS** |
| Wednesday, 12/19 |
| Thursday, 12/20 |
| Friday, 12/21 |

**End 1st Semester**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 1 | Monday, 1/7 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY** |
| Tuesday, 1/8 |
| Wednesday, 1/9 | Rules andRegulations | Familiarize students with daily routines. Review syllabus. | EQ: What is the purpose of government? IntroductionsSyllabus and Expectations Google Classroom Enrollment Explain notebook organization and checks  | SSCG1-2 |
| Thursday, 1/10 | Pre-Test | Pre-Test | Pre-TestBegin Ch.1 Vocabulary  | SSCG1 a-d |
| Friday, 1/11 | Ch. 1 Purposes ofGovernment | Discuss the purpose ofGovernment as related to ideologies. | E.Q. 5 question individual response on Purposes of Government; What are the 4 purposes of government? -Foundations Vocabulary -Lecture/PP-FWS (What is Government) | SSCG1 a-d |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 2 | Monday, 1/14 | Ch. 1 People andGovernment | Evaluate the pros andcons of different types of government. | E.Q.-What are the different types of government and what are the pros/cons/examples of each? -CHART ON TYPES OF GOV. | SSCG1a-d |
| Tuesday, 1/15 | Political philosophies | Key idea of limited government and rule of law in Magna Carta, Petition of right, and English Bill of rights | EQ: Who and what influenced American government? Philosophers and Documents PP Comparison Chart | SSCG2a, b |
| Wednesday, 1/16 | Political Philosophies | How political philosophies influenced the Declaration of Independence | EQ: How did the four philosophers influence our concepts of government?Analyze Break-Up letter.PPT – Declaration of Independence | SSCG2c |
| Thursday, 1/17 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the difference between the executive president and parliamentary systems of governmentProject: Create a Government | SSCG1, SSCG2 |
| Friday, 1/18 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of a democracy. Project: Create a Government | SSCG1, SSCG2 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 3 | Monday, 1/21 | **MLK HOLIDAY** |
| Tuesday, 1/22 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of an oligarchy. Project: Create a Government | SSCG1, SSCG2 |
| Wednesday, 1/23 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of an Autocracy. Project: Presentation Day!  | SSCG1, SSCG2 |
| Thursday, 1/24 | Application of standards SSCG1 and SSCG2 | Create a country and government  | EQ: Explain the pros and cons of an Autocracy. Project: Presentation Day!  | SSCG1, SSCG2 |
| Friday, 1/25 | Synthesis of Unit 1 standards  | Overview of Unit 1  | EQ: What was the most difficult part of creating a country and a government? What was the easiest part?**Writing Assignment (20pt.)- Project Reflection** Begin Study Guide  | SSCG1, SSCG2 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 4 | Monday, 1/28\*Essay - ENGLISH |  |  |  |  |
| Tuesday, 1/29 | Review Unit 1 | Foundations of American Government  | EQ: Explain the differences between the Magna Carta, English Bill of Rights and Petition of Rights.Study Guide questions Review for Unit 1 Test- Review Game  | SSCG1, SSCG2, and SSCG3 |
| Wednesday, 1/30 | Unit 1 Test | Unit 1 Test | EQ: Questions??Unit 1 TestAfter test, Intro to the ConstitutionComplete Vocabulary Activity 3 (The Constitution) | SSCG1, SSCG2, and SSCG3 |
| Thursday, 1/31 | Begin Unit 2: The ConstitutionArticles of Confederation  |  Weaknesses of Articles of Confederation and why it failed. | EQ: What was the Articles of Confederation? What was its purpose?Go over test- reteach if necessary PPT – Articles of ConfederationDiscuss Weaknesses of Articles of ConfederationActivity – Political Cartoon: The Constitution | SSCG3 |
| Friday, 2/1 | Constitutional Convention | The student will analyze the Constitutional Convention and compare the process to that of the Articles of Confederation. | EQ: List at least four weaknesses of the Articles of Confederation and explain why they are considered “weak.”Constitutional Convention PPT and interactive notes  | SSCG3 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, JANUARY 28.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 5 | Monday, 2/4 | Ratification of the Constitution | Explain the differences between the Federalists and the Anti-Federalists. | EQ: Explain the difference in the Federalists and the Anti-Federalists.PPT – Federalist vs Anti-FederalistsRatification Process How constitution is Ratified/Amended (PPT) | SSCG3 |
| Tuesday, 2/5 | The Constitution | The student will Identify components of the U.S. Constitution. | EQ: Compare the Constitution and the Articles of Confederation. What made the Constitution a document that could withstand time but also provide sufficient structure? Constitution Scavenger HuntConstitution PPTChecks and Balances**Distribute Benchmark 1 Study Guide** | SSCG3, SSCG4, SSCG5 |
| Wednesday, 2/6 | Fundamental Principles of the U.S. Constitution | Explain separation of powers, federalism, checks and balances. | EQ: What is the difference between separation of powers and checks and balances? PPT – Separation of Powers vs. Checks and BalancesPolitical Cartoon –The Federal System | SSCG3, SSCG4, SSCG5 |
| Thursday, 2/7 | Bill of Rights | Analyze meaning and Importance of rights guaranteed under the Bill of Rights | EQ: What is the purpose of the Bill of Rights? Explain the Bill of Rights Activity: Drawings | SSCG3, SSCG4, SSCG5, SSCG6, SSCG7 |
| Friday, 2/8 | Review Unit 2  | Review Unit 2  | EQ: How did the Constitution change America as a whole? Study GuideReview questionsCONSTITUTION QUIZ | SSCG3, SSCG4, SSCG5, SSCG6 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, JANUARY 29.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 6\* | Monday, 2/11Benchmark #1 –MATH | BM1 REVIEW | BM1 REVIEW | BM1 REVIEW | SSCG1-6 |
| Tuesday, 2/12Benchmark #1 –SOCIAL STUDIES | BENCHMARK 1 | BENCHMARK 1 | BENCHMARK 1 | SSCG1-6 |
| Wednesday, 2/13Benchmark #1 – ELECTIVES | Review BM1 | Review BM1 Begin Unit 3 | Go over BM1Re-Teach commonly missed questions Begin Unit 3Complete Vocabulary Sheet – Chapter 5 |  |
| Thursday, 2/14Benchmark #1 –ENGLISH | Begin Unit 3: Legislative Brach  | The students will be able to explain the purpose of the Legislative Branch | EQ: What is the purpose of the Legislative Branch? Legislative Branch PPT Check and Balances – how the Legislative branch checks the other two branches of governmentQualifications for representatives and senatorsElection Process | SSCG8 |
| Friday, 2/15Benchmark #1 –SCIENCE | Legislative Branch | Compare and contrast the powers of each chamber of Congress  | EQ: What is a bicameral legislature? Congress in a Flash! Overview The Organization of Congress – Vocabulary ch. 5 | SSCG8 |

**\*NO OTHER MAJOR ASSESSMENTS THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 7 | Monday, 2/18 | **FACULTY AND STAFF PROFESSIONAL LEARNING DAYS****STUDENT HOLIDAY** |
| Tuesday, 2/19 |
| Wednesday, 2/20 | WINTER HOLIDAYS (Inclement Weather Make-Up Days) |
| Thursday, 2/21 |
| Friday, 2/22 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 8 | Monday, 2/25 | Legislative Branch | The student will be able to explain how the two houses of Congress function. | EQ: What are the two houses of Congress? Explain each. Legislative Branch Scavenger Hunt | SSCG8 |
| Tuesday, 2/26 | The Legislative Process | The student will be able to explain how a bill becomes a law. | EQ: What is a bill? How does a bill become a law?Video – School House RockHow a Bill Becomes a Law diagramGo over Diagram | SSCG8 |
| Wednesday, 2/27 | Congressional Committees | The student will analyze leadership positions and committees within the Legislature. | EQ: What is a congressional committee? What is the purpose of committees? Committees in congress – PPTGuided reading – activity 5-4Go over Guided Reading | SSCG8 |
| Thursday, 2/28 | Compare and Contrast Powers of Congress  | The student will understand the powers of Congress.  | EQ: Where in the Constitution does it lay out specific powers of Congress? Re-teaching Activity – Chapter 6 – Development of Congressional PowersImpeachment and Removal Process  | SSCG8 |
| Friday, 3/1 | Performance Essay Writing Workshop | Performance Essay Writing Workshop | Performance Essay Writing Workshop |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 9 | Monday, 3/4\*Essay – SOCIAL STUDIES | Performance Essay | Performance Essay | Performance Essay |  |
| Tuesday, 3/5 | Chapter 7 – Section 3 Influencing Congress | Analyze the positive and negative role lobbyists play in the Legislative Process | EQ: In what ways do you think members of congress are influenced? Influencing Congress – Guided Reading Activity 7-3Go over ActivityPolitical Cartoon Activity-6 | SSCG8 |
| Wednesday, 3/6 | Review Legislative Branch  | Review Legislative Branch | Review Legislative Branch |  |
| Thursday, 3/7 | Legislative Branch TEST | Legislative Branch TEST | Legislative Branch TESTExecutive branch vocabulary & chart |  |
| Friday, 3/8 | The Executive Branch | Formal and informal qualifications of the Executive Branch | EQ: Who is a part of the Executive Branch? Executive Branch PPTFinish Executive Branch worksheetGuided Reading activity 8-1 | SSCG9 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, MARCH 4.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 10 | Monday, 3/11\*Essay - SCIENCE | Roles of the President | Distinguish between the different roles of the President | EQ: What are the roles of the President? Guided Reading/Activity 9-1🡪 Jigsaw method?  | SSCG10 |
| Tuesday, 3/12 | Introduction of Presidential Research Project | The students will research their assigned U.S. President. | EQ: How many presidents have we had in the United States? Give instructions for President research project. | SSCG10 |
| Wednesday, 3/13 | Presidential Research Project | The students will research their assigned U.S. President. | EQ: How does the Executive Branch check the other two branches of government? How is the Executive Branch checked?Presidential research project  | SSCG10 |
| Thursday, 3/14 | Presidential Research Project | The students will research their assigned U.S. President. | EQ: What system is used to elect the U.S. President? Last day to work on Presidential Research Project  | SSCG10 |
| Friday, 3/15 | Presidential Research Project PRESENTATIONS  | The students will present their assigned U.S. President | EQ: What is significant about the 22nd and 25th amendments?  | SSCG10 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, MARCH 11.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 11 | Monday, 3/18 | FACULTY AND STAFF PROFESSIONAL LEARNING DAY / STUDENT HOLIDAY |
| Tuesday, 3/19 | Presidential Research Project PRESENTATIONS | The students will present their assigned U.S. President | EQ: TBD based on formative – re-teaching opportunity  | SSCG10 |
| Wednesday, 3/20 | Overview of the Executive Branch  | The students will combine the learned content and the research that they did individually to review the Executive Branch as a whole  | EQ: What is the main purpose of the Executive Branch and who is involved? Jigsaw Activity: Overview of the Executive Branch  | SSCG10 |
| Thursday, 3/21 | Review for Unit 4: Executive Branch Test | The students will Review for the Unit 4 test.  | EQ: What are the qualifications to run for President? What are the major roles of the President?Study Guide | SSCG10 |
| Friday, 3/22 | Unit 4: Executive Branch Test | Unit 4: Executive Branch Test | Unit 4: Executive Branch TestGovernment Bureaucracies Vocabulary | SSCG9,10 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 12 | Monday, 3/25\*Essay - MATH | Foreign Policy  | The student will be able to explain foreign policy, diplomacy and treaties. | EQ: What is foreign policy? How are we affected by it? ‘Brief Notes of Foreign Policy Foreign Policy ActivityBegin Current Event project  | SSCG11 |
| Tuesday, 3/26 | Federal Bureaucracies and Foreign Policy | Current Event Writing Assignment | EQ**:** How do federal bureaucracies and foreign policy impact American citizens? Current Event Project: Based on research, students will write a newspaper article (20 pt. writing assignment) | SSCG11,12 |
| Wednesday, 3/27 | Federal Bureaucracies and Foreign Policy | Current Event Writing Assignment | EQ**:** How do federal bureaucracies and foreign policy impact American citizens? Current Event Project: Based on research, students will write a newspaper article (20 pt. writing assignment) | SSCG11,12 |
| Thursday, 3/28 | Federal Bureaucracies and Foreign Policy | Presentations | EQ: Based on your research, how did your chosen current event relate to federal bureaucracies or foreign policy?Presentations – quiz grade  |  |
| Friday, 3/29 | Federal Bureaucracies and Foreign Policy | Presentations | EQ: Based on your research, how did your chosen current event impact American lives? Presentations – quiz grade  |  |
| **SPRING BREAK!****Monday, 4/1 🡪 Friday, 4/5** |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, MARCH 25.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 13 | Monday, 4/8 | Foundations of Government and 3 branches of the United States Government  | The students will synthesize their knowledge of the 3 branches of government.  | EQ: What is the purpose of each branch of government? Why is separation of powers and checks and balances necessary? Timeline of the founding of the U.S.Review 3 Branches as a class- Draw out charts for each  |  |
| Tuesday, 4/9 | Foreign Policy + Bureaucracy  | The students will synthesize their knowledge of the U.S. Foreign Policy and the Federal Bureaucracy  | EQ: 1. Describe U.S. Foreign Policy.2. What is Federal Bureaucracy? Review sheet over Unit 4 + 5 |  |
| Wednesday, 4/10 | Review for Benchmark 2 | The students will complete a study guide for Benchmark 2.  | EQ: What is a democracy? How effective has this been in our country? Study Guide and Designated Question/Answer Time Students submit any confusing concepts  |  |
| Thursday, 4/11 | Review for Benchmark 2 | BM2 Review  | Major terms and IDs activity Students work together to create questions for review game  |  |
| Friday, 4/12 | Review for Benchmark 2 | BM2 Review  | Review game  |  |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 14\* | Monday, 4/15Benchmark #2 –SOCIAL STUDIES | BENCHMARK 2 | BENCHMARK 2 | BENCHMARK 2 |  |
| Tuesday, 4/16Benchmark #2 –MATH | **Unit 6**: Judicial Branch | The students will analyze law in America.  | Go over BM2EQ: What is the purpose of the Judicial Branch? Complete vocabulary Activity 15Judicial Branch PP  | SSCG13 |
| Wednesday, 4/17Benchmark #2 – ELECTIVES | Judicial Branch and Supreme Court | The students will analyze the Supreme Court and understand its jurisdiction. | EQ: What is the Supreme Court? What is its purpose? What is Judicial Review?Finish Vocabulary Supreme Court NotesMarbury vs. Madison | SSCG13 |
| Thursday, 4/18Benchmark #2 –SCIENCE | Judicial Activism vs. Judicial Restraint  | The students will analyze court cases. | EQ: What is judicial activism and judicial restraint? Create a definition for the two terms as a class Identifying court cases as they relate judicial activism vs. judicial restraint | SSCG13 |
| Friday, 4/19Benchmark #2 –ENGLISH | Criminal Justice Process | The students will explain the criminal justice process. | EQ: What are the steps taken when a person is arrested to when they appear at court? Due ProcessAmendments 4, 5, 6 and 14(analyze) | SSCG14 |

**\*NO OTHER MAJOR ASSESSMENTS THIS WEEK.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 15 | Monday, 4/22 | Synthesizing the Judicial Branch  | The students will apply the knowledge gained on the Judicial Branch.  | EQ: What does “jurisdiction?” Why is this a vital part of the Judicial Branch?  | SSCG14 |
| Tuesday, 4/23 | 10 Court Cases Every Teenager Should Know  | The students will analyze 10 court cases that every teenager should know.  | EQ: Why are supreme court cases important for all U.S. Citizens to know about? Jigsaw Activity: 10 Supreme Court Cases Every Teenager Should Know | SSCG13 |
| Wednesday, 4/24 | Socratic Seminar  | The students will use their knowledge of the Supreme Court Cases to participate in a Socratic Seminar with the class.  | EQ: Which Supreme Court case surprised you the most?Socratic Seminar  | SSCG13 |
| Thursday, 4/25 | Review for Unit 6 Test  | The students will synthesize their knowledge of the Judicial Branch to prepare for the Unit Test. | EQ: What is the main purpose of the Judicial Branch? Explain the hierarchy of court systems. Review for Test  | SSCG13, 14 |
| Friday, 4/26 | **Unit 6 Test**  | The students will synthesize their knowledge of the Judicial Branch and apply it to the Unit Test. | EQ: Judicial Branch questions or concerns Unit 6 Test  | SSCG13, 14 |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 16 | Monday, 4/29\*Essay - ELECTIVES | Go over Judicial Branch Test | Go over Judicial Branch Test | EQ: TBD (most missed questions on test)Go over Judicial Branch TestBegin Unit 7 | SSCG13, 14 |
| Tuesday, 4/30 | Demonstrate knowledge of local, state, and national elections | The student will be able to describe political parties | EQ: What is the purpose of political parties? Development of Parties = guided reading 16-1Party Organizations Guided reading 16-2“What Political Party Am I?” Quiz  | SSCG 15 |
| Wednesday, 5/1 | Describe the nomination and election process | The student will be able to describe the nomination and election process | EQ: Explain the nomination and election process. Create campaign budgetCampaign Posters  | SSCG 15 |
| Thursday, 5/2 | Civil Rights | Students will explain the evolution of civil rights in America | EQ: What does “Civil Rights” mean to you? Writing Assignment Civil Rights definition brainstorm activity Evolution of Civil Rights Timeline/Notes | SSCG 15 |
| Friday, 5/3 | Civil Rights vs. Human Rights | Students will compare civil rights and human rights. | EQ: What is the difference between human rights and civil rights? Video on human rights Primary source documents activity- Bill of Rights and the Universal Bill of Rights analysis | SSCG 15 |

**\*NO OTHER MAJOR ASSESSMENTS ON MONDAY, APRIL 29.**

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 17 | Monday, 5/6 | Civil Rights: Current Event | Students will research a news stories dealing with civil rights today. | EQ: What recent news stories deal with Civil Rights? Give instructions for Civil Rights Research assignment- give out guided research sheetI will present an example for clarity.  | SSCG 15 |
| Tuesday, 5/7 | Civic duties and responsibilities | The students will understand their civic duties and responsibilities as an American. | EQ: What is the difference between civic duties and civic responsibilities?Ch. 16 VocabularyPowerPoint and Notes Voter Registration Video |  |
| Wednesday, 5/8 | Civic duties and responsibilities | The students will understand their civic duties and responsibilities as an American. | EQ: In your opinion, why do many Americans ignore their civic duties and responsibilities? Finish PowerPoint Voter Registration Video |  |
| Thursday, 5/9 | Who represents you?  | The students will research their local, state, and national representatives.  | EQ: Who are your local and state representatives?Representative PowerPointRepresentatives Research **Unit 7 Study Guide** |  |
| Friday, 5/10 | **Unit 7 Test**  | **Unit 7 Test**  | **Unit 7 Test**  |  |
| AP ExamsMonday, May 6 – Government (AM), Environmental Science (PM)Tuesday, May 7 – Spanish (AM)Wednesday, May 8 – English Literature (AM)Thursday, May 9 – Chemistry (AM), Psychology (PM)Friday, May 10 – US History (AM), Art (PM) | MilestonesTBD |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 18 | Monday, 5/13 | State and Local Government | The students will analyze their state and local government.  | EQ: What do you know about Georgia’s government? Introduction to Georgia government Analyze the Georgia ConstitutionState and Local Vocabulary | SSCG17 |
| Tuesday, 5/14 | State and Local Government | The student will compare State government with federal government | EQ: How is Georgia’s government structure and the federal government’s structure similar and different? PowerPoint and guided notes Compare and Contrast State and Local Governments using comparison charts. | SSCG17 |
| Wednesday, 5/15 | Begin Georgia Government WEBQUEST | The students will begin their Georgia Government Web quest Activity. | EQ: What is the supremacy clause? How does that limit state power? Go over guidelines for Georgia Government Webquest Activity and begin  |  |
| Thursday, 5/16 | Begin Georgia Government WEBQUEST | The students will begin their Georgia Government Web quest Activity. | EQ: What is the supremacy clause? How does that limit state power? Go over guidelines for Georgia Government Webquest Activity and begin  |  |
| Friday, 5/17 |  |  | FINAL EXAM REVIEW  |  |
| AP ExamsMonday, May 13 – Biology (AM)Tuesday, May 14 – Calculus (AM), Human Geography (PM)Wednesday, May 15 – English Language (AM), Macroeconomics (PM)Thursday, May 16 – World History (AM), Statistics (PM)Friday, May 17 – Computer Science (PM) | MilestonesTBD |

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| **WEEK** | **DAY** | **CONCEPT** | **OBJECTIVES** | **INSTRUCTIONAL STRATEGIES** | **STANDARDS****(GSE, AP)** |
| Week 19 | Monday, 5/21 | **FINAL EXAM REVIEW**  |
| Tuesday, 5/22 | **Benchmark #3 – SEMESTER EXAMS** |
| Wednesday, 5/23 |
| Thursday, 5/24 |
| Friday, 5/25 |