

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

**a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.**

**b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.**

**c. SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.**

**a. Compare and contrast the Declaration of Independence and the Social Contract Theory.**

**b. Evaluate the Declaration of Independence as a persuasive argument.**

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

**a. Explain the main ideas in debate over ratification; include those in The Federalist.**

**b. Analyze the purpose of government stated in the Preamble of the United States Constitution.**

**c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.**

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

**a. Explain the relationship of state governments to the national government.**

**b. Define the difference between enumerated and implied powers.**

**c. Describe the extent to which power is shared.**

**d. Identify powers denied to state and national governments.**

**e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.**

**f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”**

Lesson	Instructional Strategy	Procedural Content	Assessment
1	Teacher will: <ul style="list-style-type: none"> <li>Show ppt on the context in which the Constitution was written</li> <li>Assign excerpts from “Plain Honest Men” on the attitude of the framers toward slavery</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Take notes on ppt concerning slavery</li> <li>Discuss reading on founders and slavery</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment test</li> <li>Formative assessment on frq</li> </ul>
2	Teacher will: <ul style="list-style-type: none"> <li>Show ppt on constitution an slavery Lead game on federalism</li> <li>Lead seminar discussion on slavery and constitution</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Take notes on ppt</li> <li>Engage in seminar discussion on constitutional principles concerning slavery</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment – informal quiz on constitution</li> <li>formative assessment – oral review every 4<sup>th</sup> slide, approximately every 15 minutes</li> </ul>
3.	<ul style="list-style-type: none"> <li>Assign section of books on fugitive slave act in Ohio.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss assigned reading</li> <li>Fill out Venn Diagram on Fugitive Slave Law and current status of</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment quiz</li> <li>Formative assessment on ppt every 4<sup>th</sup> slide</li> </ul>

3	<p>comparing fugitive slave law with immigration controversies today</p> <p>Assign case summaries for each side of Dred Scott case and conduct a controversies in the classroom discussion</p>	<p>immigrants</p> <ul style="list-style-type: none"> <li>Students will read each side of the case and summarize the position</li> <li>They will work in pairs on their summaries</li> <li>They will then present their case and listen to the other side, then summarize the other side</li> <li>They will then take a position on the case</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment on reading and review of ppt</li> <li>Formative assessment over presentation of the case</li> <li>Summative writing over the conclusions of the case</li> </ul>
<b>Reteaching</b>		<b>Enrichment</b>	<b>Acceleration</b>
During review at the end of each set of 3 slides		Realclearpolitics articles	Top students are asked the toughest questions Also find the standards in the realclearpolitics articles

Every Day in ap government

<b>Course:ap government</b>		
<b>Title of Unit: all units</b>		
All standards		
<b>Lesson</b>	<b>Instructional Strategy</b>	<b>Procedural Content</b>
All lessons	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>Review previous material</li> <li>Discuss current events as units apply to current events</li> <li>Cover ppt on the relevant unit</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Sponge/opener</li> <li>Analyze review synthesize question</li> <li>Answer current events questions</li> <li>Review the content every 4 slides</li> </ul>
	<p>Teacher will:</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Reteaching</b>		<b>Enrichment</b>
During review		Realclearpolitics articles
<b>Special Accommodations:</b>		
ESOL:	504:	

Entire ppt is online/extra time on testing/

WIDA: explain and evaluate contributions of significant individuals or historical times in politics, economics or society

**Reflections:**

Seniors are tough – motto is not senior lazy no senior crazy

US History

**Standards:**

SSUSH2 The student will trace the ways that the economy and society of British North America developed.

- a. Explain the development of mercantilism and the trans-Atlantic trade.
- b. Describe the Middle Passage, growth of the African population, and African-American culture.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.

Lesson	Instructional Strategy	Procedural Content	Assessment
1	Teacher will: <ul style="list-style-type: none"> <li>• Give practice quiz on colonial society</li> <li>• Ask Socratic questions concerning Bacon's Rebellion and the increase in slavery in the colonies</li> <li>• Assign reading from text on Stono Rebellion</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Work together on practice quiz</li> <li>• Discuss colonial society, indentured servants, and Bacon's Rebellion</li> <li>• Write introductory paragraph on Bacon's Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment on reading assignment in the form of a quiz</li> <li>• Formative assessment on paragraphs and discussion</li> </ul>
2	Teacher will: <ul style="list-style-type: none"> <li>• Give quiz on Stono Rebellion</li> <li>• Ask Socratic questions on causes of Revolutionary War</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Discuss causes of French and Indian War in groups</li> <li>• Write introductory paragraphs on the importance of the French and Indian War</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment on reading</li> <li>• Formative assessment on French and Indian War issues</li> </ul>
3.	<ul style="list-style-type: none"> <li>• Assign reading of Declaration of Independence</li> <li>• Teach ppt on historical context of writing of Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Work on short answer questions in groups</li> <li>• Discuss in seminar Jefferson and slavery, compared to Washington and slavery. Also discuss the importance of Jefferson's relationship</li> </ul>	<ul style="list-style-type: none"> <li>• formative assessment on long essay questions</li> <li>• Formative assessment writing theses concerning the American Revolution and Declaration of Independence</li> </ul>

	Jefferson and slavery <ul style="list-style-type: none"> <li>Assign case summaries for each side of Dred Scott case and conduct a controversies in the classroom discussion</li> </ul>		
<b>Reteaching – flex time</b>		<b>Enrichment</b>	<b>Acceleration</b>
During review Also US History videos of their choice		Prewrites for essays Discuss films and documents	Reading assignments in text and reader
<b>Special Accommodations:</b>			
ESOL:		504:	Special Education:
Differentiation: kids taking ap test will focus on it, while kids not taking test will focus on milestone Entire ppt is online/extra time on testing/ WIDA: explain and evaluate contributions of significant individuals or historical times in politics, economics or society			
<b>Reflections:</b>			
Challenge to get the kids to read and hold them accountable for the reading.			

Every day in apush

<b>Course: apush</b>		
<b>Title of Unit: all units</b>		
All standards		
<b>Lesson</b>	<b>Instructional Strategy</b>	<b>Procedural Content</b>
All lessons	Teacher will: <ul style="list-style-type: none"> <li>Review/quiz previous material</li> <li>Review basics of reading</li> <li>Give practice writing questions</li> <li>Discuss the material in the context of planning what to write.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Sponge/opener</li> <li>Analyze review synthesize question</li> <li>Answer current events questions</li> <li>Review the content every 4 slides</li> </ul>
All lessons	Teacher will: <ul style="list-style-type: none"> <li>Monitor discussion of the writing topic</li> <li>ADJUST TIMING OF TOPIC TO HOW WELL THE DISCUSSION HAS GONE – NO WAY</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Discuss with each other most important points from the reading</li> </ul>

	TO SAY FOR SURE HOW LONG EACH LESSON LASTS	
<b>Reteaching</b>		<b>Enrichment</b>
During review		More difficult reading, debate topics
<b>Special Accommodations:</b>		
ESOL:	504:	
Entire ppt is online/extra time on testing/ WIDA: explain and evaluate contributions of significant individuals or historical times in politics, economics or society		
<b>Reflections:</b>		
Seniors are tough – motto is not senior lazy no senior crazy		

Every Day fifth period apush extension

<b>Course:</b> apush		
<b>Title of Unit:</b> all units		
<p>SSUSH2 The student will trace the ways that the economy and society of British North America developed.</p> <p>a. Explain the development of mercantilism and the trans-Atlantic trade.</p> <p>b. Describe the Middle Passage, growth of the African population, and African-American culture.</p> <p>c. Identify Benjamin Franklin as a symbol of social mobility and individualism.</p> <p>d. Explain the significance of the Great Awakening.</p> <p>SSUSH3 The student will explain the primary causes of the American Revolution.</p> <p>a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.</p> <p>b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.</p> <p>c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.</p> <p>United States History Social Studies Georgia Performance Standards Georgia Department of Education REVISED 08/1/2012 Page 2 of 13 Copyright 2012 © All Rights Reserved</p> <p>SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.</p> <p>a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson</p>		
Lesson	Instructional Strategy	Procedural Content
Day 1	Teacher will: <ul style="list-style-type: none"> <li>Teach ppt on material covered in class</li> <li>Material will be covered in 4 headings</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Take notes over ppt</li> <li>Review ppt with formative assessment</li> </ul>
Day 2	Teacher will: <ul style="list-style-type: none"> <li>Teach ppt on material covered</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Take notes over ppt</li> </ul>

Day 3	in class <ul style="list-style-type: none"> <li>Material will be covered in 4 headings</li> </ul>	formative assessment  Same as day 1 and 2
<b>Reteaching</b>		<b>Enrichment</b>
During review		Historical debate articles

**Special Accommodations:**

ESOL:	504:	
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Entire ppt is online/extra time on testing/  
 WIDA: explain and evaluate contributions of significant individuals or historical times in politics, economics or society

**Reflections:**

It's important to help the kids get the basics of the material. 5<sup>th</sup> period helps with that.