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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 4: Georgia’s Government |
| **GSE Standard** | **SS8CG3 Analyze the role of the executive branch in Georgia state government.**  b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws. | | |
| **Learning Targets** | -I can analyze the role of the executive branch in Georgia state government.  - I can determine and list the roles of 4 Key agencies that support the Executive branch of Georgia’s government.  -I can research Georgia’s state agencies in order to discover the duties and support provided in the executive branch of 5 key agencies.  -I can analyze Georgia’s Constitution to examine the roles of the elected constitutional officials.  (3.0 on the 8th Grade Learning Maps) | | |
| **Essential Question** | How does the executive branch fulfill its role through state agencies that administer programs and enforce laws? | | |
| **Lesson Materials** | | **Key Vocabulary, People Events** | |
| -Internet access to show Hook [video](http://www.gpb.org/georgiastories/videos/executive_branch)  -Vocabulary Rating Sheet “Before/After Instruction” (attached below/ run copies for each student)  -Station Documents:  ***Station 1:***[*Georgia’s State Agencies Part 1*](https://georgia.gov/agency-list)  <https://georgia.gov/agency-list>  ***Station 2:******Primary Source****:* [*Constitution of Georgia*](http://sos.ga.gov/admin/files/Constitution_2013_Final_Printed.pdf)  <http://sos.ga.gov/admin/files/Constitution_2013_Final_Printed.pdf>  ***Station 3****:* [*Georgia’s State Agencies Part 2*](https://georgia.gov/agency-list)  <https://georgia.gov/agency-list>  ***Station 4:***[*Georgia’s Government*](https://georgia.gov/georgia-government) *Website*  <https://georgia.gov/georgia-government>  ***Station 5:******Primary Source****:* [*Georgia Governor Sanders on Voting Rights & Education*](http://dbsmaint.galib.uga.edu/cgi/news?query=id%3Awsbn47946&_cc=1)  <http://dbsmaint.galib.uga.edu/cgi/news?query=id%3Awsbn47946&_cc=1>  -Station Rotation Handout (run copies for each student/ copy front to back; see below)  -Exit Ticket (1 for each student)  -Station Rotation Numbers | | Executive Branch  Agency  Administer  Programs  Enforce  Governor  Lt. Governor  Elected Officials  Secretary of State  Attorney General | |
| **Assessment—Exit Ticket Questions** | | **Student Exemplar Responses to the Exit Ticket may include:** | |
| *Exit ticket w/ the Marzano self-assessment portion at the bottom*  1.How does the executive branch fulfill its role through state agencies that administer programs and enforce laws?  *2. How does this contribute towards the Executive Branch being the largest branch of government?*  *Then shade in your “self-assessment” of your understanding of today’s lesson.*  **Shade in where you are with your understanding below:**   |  |  |  |  | | --- | --- | --- | --- | | **Even with help I do not understand. (1)** | **Help me a little, and I got it. (2)** | **I just need some more practice. (3)** | **I need a challenge or can help someone else. (4)** | | | 1. The executive branch fulfills its role through state agencies that administer programs and enforce laws. The state government is in the executive branch and is comprised of agencies to support the implementation of Georgia law.  2. Because the many state agencies and departments fall under the jurisdiction of the executive branch, the executive branch is the largest branch in the state. The Georgia Constitution requires voters to elect six department heads in addition to the governor and lieutenant governor. These eight officials are referred to as the state’s “elected constitutional officers.” Georgia’s agency department heads can be elected by the people or appointed by the governor. Each agency serves a specific purpose that helps to enforce laws for the state of Georgia. Some state agencies are: The Department of Education which is led by the Superintendent, the Department of Labor, The Georgia Department of Transportation, The Department of Public Safety, etc.  \*See Teacher’s Notes for details on each departments functions. | |
| ***Delivery Timing:*** *2-3 Days (50 min. class periods)*   |  | | --- | | **Teacher Notes** | | [GADOE Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Teacher-Notes.pdf)  **Enduring Understanding: The power to enforce laws and ordinances rests with the executive branch of government.**  By analyzing primary sources, videos and performing research about the state agencies and their roles students will be able to fully understand how these agencies work with the Governor in the executive branch to enforce laws while also making the executive branch the largest of the 3 branches of government. Students can access the resources via QR code or websites. Each stations resources can be printed out, laminated and placed on a station with a corresponding number to match each station. This lesson may take place over 2 days ideally as this standard element is DOK 3 which is higher than most Social Studies standards which are usually DOK 2. Please consider your students with regards to time as each class may be different.  Prior to the hook, the lesson begins with a Vocabulary Rating sheet for common terms students will encounter during the lesson. This specific standard and element is generally one that can be rather complex for students to grasp and vocabulary is at the helm of getting in front of challenges with comprehension for all learners but specifically our beginning and developing learners. As a result, students should rate their knowledge “before” instruction and a discussion should follow as a way of clarifying understandings about various terms. For some classes students may need to actually define those terms before proceeding into the hook and stations. Lastly, the “after” instruction column will be completed after the station rotations and before the Exit Ticket to allow the opportunity for discussion after students have experienced structured practice with the vocabulary in context to the standard/element. Station rotation could occur on a timed basis per station or as a time for the total amount of class time dedicated to stations for the day. Due to the DOK of this standard, this lesson is set to occur over 2 days (50 minute class periods).  ***Station 1:*** *“Georgia’s State Agencies” Part 1- Students will “****search****” the following agencies in the filter section on the website: The Department of Transportation (GDOT), The Department of Natural Resources (DNR), The Department of Public Safety, The Department of Revenue.) The objective is for students to determine and list the roles of 4 Key agencies that support the Executive branch of Georgia’s government in order to understand how the agencies help the governor to enforce laws in Georgia. Students will then answer the discussion questions.*  ***Station 2:*** *“Georgia’s Constitution” Analysis- Students will access Georgia’s constitution and analyze the “Executive Branch” pages 32-36 on the actual document page. Students will read about the Governor, Lieutenant Governor as well as the election and appointments of various state agency heads. By doing so, students have a better understanding of how the agencies support the governor in his/her duties as outlined in the constitution.* ***\*\*\*Students should begin on the actual document labeled page 32 and not the pdf page number. Answers to the discussion questions on the handout will be found between pages 32-36.***  ***Station 3:*** *“Georgia’s State Agencies” Part 2- Students will “****search****” the following agencies in the filter section on the website: The Office of the Secretary of State, The Attorney General, The State Department of Education, The Department of Insurance, The Department of Agriculture, The Department of Labor. The objective is for students to discover the* ***duties and support*** *provided in the executive branch of 5 key agencies in order to understand how the agencies help the governor to enforce laws in Georgia. Students will then answer the discussion questions.*  ***Station 4: “****Georgia’s Government” Website- Students will review information on the Governor and the* ***2 ways agency heads come to office****. Students will click on and learn about the* ***main/key or primary role of each agency****: Secretary of State, Attorney General, Labor Commissioner, State School Superintendent, Agriculture Commissioner and Insurance and Safety Fire Commissioner. Students will then answer the discussion questions.*  ***Station 5:*** *“Georgia’s Governor Sanders Video on Voting Rights”- Students will analyze a video about a previous governor’s responsibility to the citizens of Georgia regarding one of the most important topics of the 20th century regarding voting rights. By analyzing the governor’s responsibility to citizens they should be able to make a connection as to the magnitude of his/her duties and better comprehend why agencies are needed in order to help the governor enforce laws across the state of Georgia. Students will then answer the discussion questions for station 5.*  ***Exit Ticket:*** *Students will answer the EQ on the Exit Ticket. An exemplary answer has been included. Additionally, there is a Marzano’s self-assessment portion for students to shade in concerning where they feel they are in their understanding of the EQ. This will serve as a second check into helping to clarify misconceptions, etc. based on students quickly assessing themselves and sharing the information with you*  ***Standard Specific GADOE Teacher’s Notes:***  *The executive branch is charged with the responsibility to enforce the laws passed by the legislative branch. In order to do so, the state government is comprised of agencies to support the implementation of Georgia law. Because the many state agencies and departments fall under the jurisdiction of the executive branch, the executive branch is the largest branch in the state. The Georgia Constitution requires voters to elect six department heads in addition to the governor and lieutenant governor. These eight officials are referred to as the state’s “elected constitutional officers.” Like most states, Georgia elects an attorney general and secretary of state. However, Georgia is among the few states that allow voters to elect a state school superintendent and individuals to lead departments of agriculture, insurance, and labor. According to the state constitution, the General Assembly is charged with determining the power and duties of these officers and to fund their agencies. State agencies that administer programs and enforces laws include:*  *• The Office of the Secretary of State - The Secretary of State, an elected constitutional officer, is the keeper of Georgia’s Great Seal and the custodian of the state flag and other state symbols. A significant role this office provides is the supervision and monitoring of elections in the state. His office is the official state entity where corporations and not-for-profit organizations are registered to conduct business in the state of Georgia. This office oversees over 30 state boards.*  *• The Attorney General - The Attorney General, an elected constitutional officer, is the state’s chief legal officer. As the advisor to the executive branch, the attorney general’s office deals with contracts and legal concerns for the state. The attorney general represents the state in capital felony cases (death penalty cases) and can represent the state in any civil action in any court. The attorney general is also responsible for the investigation and prosecution of any state official or any one working for the state if accused of wrongdoing.*  *• The State Department of Education - The Department of Education is led by the State School Superintendent, an elected official. The State School Superintendent is the chief executive officer of the state’s Board of Education which is made up of 14 members (based on congressional districts). The Department of Education, managed by the state school superintendent, is made up of five offices: Curriculum and Instruction, Finance and Business Operations, Instructional Technology and Media, Policy and External Affairs, and Teacher and Student Support.*  *• The Department of Insurance - The commissioner, an elected constitutional official, licenses and regulates insurance companies in the state to guarantee that insurance rates, rules, and forms comply with state law. This office investigates concerns of insurance fraud. As the office concerned with state fire safety, this office inspects buildings and houses to prevent fire outbreaks.*  *• The Department of Agriculture - The Commissioner of Agriculture, an elected constitutional official, is responsible for regulating and promoting Georgia’s agriculture industry. The commissioner’s department regulates, monitors and assists with such businesses and programs as convenience stores, food processing and bottling plants, pest eradication programs, nurseries and garden businesses and state farmers’ markets.*    *Georgia Studies Teacher Notes for the Georgia Standards of Excellence in Social Studies*  *Georgia Department of Education 10.31.2017  Page 130 of 160*  *• The Department of Labor - The commissioner of labor, an elected constitutional official is, responsible for the administration of the state’s workforce programs. These include unemployment issues, rehabilitation programs, and the requirements of the Workforce Investment Act (WIA), a program that utilizes federal funds to promote employment opportunities and job training. The commissioner’s department also provides workforce education to the public and monitors the enforcement of law governing work conditions, safety on the job and child labor issues.*    *Other agencies that fall under the executive branch include:*    *• The Department of Transportation (GDOT) - The Georgia Department of Transportation is responsible for planning, constructing, and maintaining Georgia’s roads and highways.*  *• The Department of Economic Development - This department is responsible for encouraging economic development in the state.*  *• The Department of Natural Resources (DNR) - This department administers and enforces the laws that relate to Georgia’s natural resources.*  *• The Department of Public Safety - Created in 1937, this department was established to protect Georgia’s citizens and their property. It oversees the Georgia State Patrol, the Capitol Police and the Motor Carrier Compliance Division.*  *• The Public Service Commission (PSC) - The PSC monitors the safe, dependable, and reasonably priced telecommunications, electric, and natural gas services from competent companies.*  *• The Department of Revenue - This department administers the tax laws in the state.*  *• The Georgia Bureau of Investigation (GBI) - This agency provides assistance to the state’s criminal justice system in the areas of criminal investigations, forensic laboratory services and computerized criminal justice information.*  *• The Georgia Forestry Commission (GFC) - This agency seeks to protect and conserve Georgia’s forest resources.*  *• The Department of Juvenile Justice (DJJ) - This department seeks to hold young offenders accountable for their actions and to be supportive of youth in their communities to become productive citizens.*  *• The Board of Regents - The board oversees the public colleges and university that make up the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.*  *• The Department of Corrections - This department protects Georgia’s citizens by operating safe and secure facilities while reducing recidivism (the tendency of a criminal to reoffend). • The State Board of Pardons and Paroles - This board is responsible for reviewing requests for parole, pardons, reprieves, remissions and commutations. They can restore civil and political rights for released offenders.* | | | | |

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| **Lesson Sequence** | | |
| **OPENING**  Time: 8 – 12 minutes | | **Scaffolding Suggestions** |
| ***-Vocabulary Rating Sheet (1-4),*** *“BEFORE Instruction” column only. After 5-10 minutes bring the class together for a whole class debrief on the vocabulary necessary for this lesson.*  *Ask students which terms they rated as a 1 (lowest knowledge) and a 4 (highest knowledge). Discuss the terms where students have the lowest knowledge in order to provide context.*  ***-Hook:*** *Georgia Stories Video: Executive Branch*  <http://www.gpb.org/georgiastories/videos/executive_branch>  *Discussion Questions:*  *1.Which branch is the largest branch of government?*  *2. What makes this branch the largest branch of government?*  *3.What is the purpose of the executive branch?*  *4. What are some of the agencies in the executive branch?* | | **-**Students that need additional support may need time to define each term after rating the “Before” instruction column in order to go into the lesson with more context vs. a class discussion for all. |
| **WORK PERIOD**  Time: 25-30 minutes | | **Scaffolding Suggestions** |
| *Pass out handouts and advise students they will go through a series of stations in order to analyze Georgia’s Constitution, Georgia’s Executive Branch as well as Georgia’s state agencies and departments in order to answer the Essential Question:* How does the executive branch fulfill its role through state agencies that administer programs and enforce laws?  *Advise students that at the end of the lesson they should be able to also explain how those agencies contribute towards the executive branch being the largest of the 3 branches of government.*  *Before beginning the lesson advise students of the Enduring Understanding (EU):* **Enduring Understanding: The power to enforce laws and ordinances rests with the executive branch of government.**  Set up: The class should be set up into 5 stations with numbers  \*Pass out the Station Rotation Handout  **Tip:** Advise students on expectations for travel. A timer can be used on the whiteboard to provide smooth transitions and help with pacing of rotations by going to: <https://www.online-stopwatch.com/classroom-timers/>  ***Mini-Lesson: Primary Source Document Analysis Stations***  ***Station 1:***[*Georgia’s State Agencies Part 1*](https://georgia.gov/agency-list)  ***Station 2:******Primary Source****:* [*Constitution of Georgia*](http://sos.ga.gov/admin/files/Constitution_2013_Final_Printed.pdf)  ***Station 3****:* [*Georgia’s State Agencies Part 2*](https://georgia.gov/agency-list)  ***Station 4:***[*Georgia’s Government*](https://georgia.gov/georgia-government) *Website*  ***Station 5:******Primary Source****:* [*Georgia Governor Sanders on Voting Rights & Education*](http://dbsmaint.galib.uga.edu/cgi/news?query=id%3Awsbn47946&_cc=1) *http://dbsmaint.galib.uga.edu/cgi/news?query=id%3Awsbn47946&\_cc=1* | | **-**Provide Guided Notes as additional support  -Complete in Small Groups as competition |
| **CLOSING**  Time: 15 – 20 minutes \*\*\*This is a 2-3 day lesson | | **Scaffolding Suggestions** |
| **Constructed Response:**  **-Rate your knowledge on the Vocabulary Rating sheet for “After Instruction”.**  **-Share out a few. Discuss whole class.**  Reiterate to students the Enduring Understanding: The power to enforce laws and ordinances rests with the executive branch of government.  \*Pass out the Exit Ticket w/ Marzano’s Self Assessment attached  **- Exit Ticket: Use the vocabulary terms from the Vocabulary Rating sheet and your knowledge from the primary source document analysis to answer the EQ. Students will share with a partner and then a few will share whole class. Students will rate their knowledge at the bottom via Marzano’s self-assessment of how well they feel they understand the EQ:** How does the executive branch fulfill its role through state agencies that administer programs and enforce laws? | | \*Could possibly rate the “After Instruction” column as the warm-up then move into the Exit Ticket and debrief. |
| **Author(s)** | **Shantae’ Streeter** | |

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| **Station 1 Resource 1** |  |  |
| **QR Code Access Option** | **Tiny URL Access Option** | **Discussion Questions** |
|  | <https://georgia.gov/agency-list> | 1. What is the role of*The Department of Transportation (GDOT)?* 2. What is the role of *The Department of Natural Resources (DNR)?* 3. What is the role of *The Department of Public Safety?* 4. What is the role of*, The Department of Revenue?* 5. How does the departments/agencies above help the Governor to enforce laws in Georgia? |

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| **Station 2 Resource 1** |  |  |
| **QR Code Access Option** | **Tiny URL Access Option** | **Discussion Questions** |
| \*\*\*Select the pdf option to download the Constitution after opening the link. | [**https://tinyurl.com/m6wlgfm**](https://tinyurl.com/m6wlgfm) | 1. According to Georgia’s Constitution, who are the “elected Constitutional executive officers” in the state of Georgia? 2. According to the Georgia Constitution, for the Executive branch of Georgia, who is the Commander in Chief and what are some of his/her duties? 3. Who makes “appointments” to the executive branch? |

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| **Station 3 Resource 1** |  |  |
| **QR Code Access Option** | **Tiny URL Access Option** | **Discussion Questions** |
|  | <https://georgia.gov/agency-list> | 1. What are the duties and supports offered to the executive branch by each of the following agencies?   *The Office of the Secretary of State, The Attorney General, The State Department of Education, The Department of Insurance, The Department of Agriculture and The Department of Labor*   1. How does the departments/agencies above help the Governor to enforce laws in Georgia? |

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| **Station 4 Resource 1** |  |  |
| **QR Code Access Option** | **Tiny URL Access Option** | **Discussion Questions** |
|  | [**https://tinyurl.com/yarrd8m4**](https://tinyurl.com/yarrd8m4) | 1. What is THE main /key or primary role and responsibilities of those six elected officials: *Secretary of State, Attorney General, Labor Commissioner, State School Superintendent, Agriculture Commissioner and Insurance and Safety Fire Commissioner?* 2. What are the 2 ways an executive agency official enters office? |

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| **Station 5 Resource 1** |  |  |
| **QR Code Access Option** | **Tiny URL Access Option** | **Discussion Questions** |
|  | [**https://tinyurl.com/y53vbnez**](https://tinyurl.com/y53vbnez) | 1. Based on the video, what can you say about the role of the Governor of Georgia’s executive branch and his role? 2. How much responsibility do you think the governor has? How might state agencies help him/her? |

**Additional Resources**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_**

**Vocabulary Knowledge Rating Sheet**

**Topic: CG3b. The Executive Branch**

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| --- | --- | --- | --- | --- |
| **High Knowledge**  **4 = I could easily teach this to the group**  **3 = I think I know what it means, but I might need a review** | | **Low Knowledge**  **2 = I have seen or heard it before**  **1 = I have no idea what this word means** | | |
| **Word** | **What I think this word means before instruction** | | **My rating before instruction** | **My rating after instruction** |
| 1. Executive Branch |  | |  |  |
| 1. Elected Official |  | |  |  |
| 1. Governor |  | |  |  |
| 1. Lt. Governor |  | |  |  |
| 1. Agency |  | |  |  |
| 1. Administer |  | |  |  |
| 1. Enforce |  | |  |  |
| 1. Secretary of State |  | |  |  |
| 1. Attorney General |  | |  |  |
| 1. role |  | |  |  |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_**

**Instructions: As you travel through each of the 5 station rotations you should answer the discussion questions at the end of the activity.**

**Georgia’s Government Station Rotation Discussion Questions**

**Station 1**

1. What is the role of *The Department of Transportation (GDOT)?*
2. What is the role of *The Department of Natural Resources (DNR)?*
3. What is the role of *The Department of Public Safety?*
4. What is the role of*, The Department of Revenue?*
5. How does the departments/agencies above help the Governor to enforce laws in Georgia?

**Station 2**

1. According to Georgia’s Constitution, who are the “elected Constitutional executive officers” in the state of Georgia?
2. According to the Georgia Constitution, for the Executive branch of Georgia, who is the Commander in Chief and what are some of his/her duties?
3. Who makes “appointments” to the executive branch?

**Station 3**

1. What are the duties and supports offered to the executive branch by each of the following agencies?

*-The Office of the Secretary of State*

*- The Attorney General*

*- The State Department of Education*

*- The Department of Insurance*

*- The Department of Agriculture*

*-The Department of Labor*

1. How does the departments/agencies above help the Governor to enforce laws in Georgia?

**Station 4**

1. What is THE main /key or primary role and responsibilities of those six elected officials:

-*Secretary of State*

*- Attorney General*

*- Labor Commissioner*

*- State School Superintendent*

*-Agriculture Commissioner*

*-Insurance and Safety Fire Commissioner*

1. What are the 2 ways an executive agency official enters office?

**Station 5**

1. Based on the video, what can you say about the role of the Governor of Georgia’s executive branch and his role?
2. How much responsibility do you think the governor has? How might state agencies help him/her?