A blue and grey logo with claws

Description automatically generatedA blue and grey logo with claws

Description automatically generated

| **2024-2025 Weekly Lesson Planning Document**  Week of Monday 1/20/25 through Friday, 1/25/25 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **EDUCATOR’S NAME: Scarborough** | | **SUBJECT: U.S. History** | | **WEEK: Quarter 3, Week 3** | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Texts** | MLK | * Benson’s *The Americans* * Primary sources | * Benson’s *The Americans* * Primary sources | * Benson’s *The Americans* * Primary sources | * Benson’s *The Americans* * Primary sources |
| **TN Standard(s)** | **MLK** | **\*\*Scarborough-Review**  **\*\*Lyons-Test**  **\*\*Stephens-Thursday’s Lesson** | **TEST-Scarborough and Stephens**  **\*\*Lyons Test corrections** | **US. 45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.** | **US. 45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.** |
| **Objective** | MLK | I can demonstrate knowledge of Unit 5 The Great Depression and the New Deal | I can demonstrate knowledge of Unit 5 The Great Depression and the New Deal | I can explain the conditions in Europe and Japan that led to authoritarian leadership. | I can explain the governmental systems of fascism, communism, and totalitarianism and how they conflict with world peace. |
| **Literacy-Based DO NOW** | MLK | Explain multiple choice questions from the previous lesson or assessment. | TEST | Explain multiple choice questions from the previous lesson or assessment. | Explain multiple choice questions from the previous lesson or assessment. |
| **Hook/Essential Question** | MLK | REVIEW | TEST | Why did Europe and Japan turn to authoritarian governments in the 1930s? | Why do these three governmental systems make peaceful foreign relations difficult? |
| **I Do** | MLK | REVIEW | TEST | Video Lecture | Video Lecture |
| **We Do** | MLK | REVIEW | TEST | Mini lesson on the rise of Nazisim in the 1930s. | Gallery walk on governments and their goals |
| **You Do** | MLK | REVIEW | TEST | Targeted Reading | Targeted Reading |
| **Literacy Based Closing Activity** | MLK | REVIEW | TEST | TACO...political cartoon on the rise of Hitler | ACE…analysis of nazism and communism |
| **Assessment** | MLK | STUDY GUIDE | TEST | Literacy Based Closing Activity | Literacy Based Closing Activity |
| **SPED Modification (s)** | Extended Time, Peer Tutor, Scaffolding, Preferential Seating | | | | |
| **ESL Modification (s)** | Word bank, Extended Time, Peer Tutor, Translation services | | | | |
| **Extension/Enrichment Activity (s):** | Students will complete a directed reading with text annotations, followed by reflective writing and answering the textbook's guided questions | | | | |
| **Technology Integration:** | Technology will be integrated as appropriate to enhance instructional delivery and student engagement, leveraging available tools and resources to support learning objectives | | | | |
| **Vocabulary** |  | | | | |

**\*\*Pacing may vary among classrooms due to absences. Adjustments may be made to ensure students are fully engaged with the content.**