**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Weewweek of Monday, \_\_\_9/3/2024\_\_\_\_through Friday, \_\_\_9/6/2024\_\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_Robert R Suggs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** Government\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Prin. Of Govt.****Unit: 1****Chapter: (3)****Page Number(s): 67-91**(It is suggested that you use your curriculum map.) | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | G.C. 01 Examine the influences of leading European thinkers (e.g. John Locke, Charles Montesquieu, Thomas Hobbes) and other roots of American government (e.g. Greek democracy, Roman republic, Magna Carta)G.C. 02 Examine the Declaration of Independence and American grievances against British ruleG.C. 03 Identify the strengths and weaknesses of the Articles of Confederation  |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem…**I CAN…. Explain how the strengths and weaknesses of the Articles of Confederation led to the creation of the U.S. Constitution.** | LABOR DAY | SWBAT identify and explain the creation of the six principles to the U.S. Constitution  | SWBAT will be able to compare and contrast the strengths and weaknesses of the Articles of Confederation which led to the creation of a new federal government | SWBAT to explain the process of creating the U.S. Constitution: its preamble, process, and practices. | SWBAT explain how the strengths and weaknesses of the Articles of Confederation help bring about the (3) branches of government  |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | None growing prior knowledge from previous lesson | None growing knowledge from previous lesson | None growing prior knowledge from previous lesson | None growing prior knowledge from previous lesson | None growing prior knowledge from previous lesson |
| **Literacy-Based DO NOW:** This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | LABOR DAY | “Roots of Democracy” | “A Diverse Nation” | Primary Source – “A Need for a stronger national government” | Close Read “ Face the Issues” |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( challenging work*
* Item 4 *( content engagement*
* Item 5 *( higher level thinking skills*
* Item 6 *( check for understanding*
 | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( challenging work*
* Item 4 *( content engagement*
* Item 5 *( higher level thinking skills*

Item 6 *( check for understanding* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( challenging work*
* Item 4 *( content engagement*
* Item 5 *( higher level thinking skills*

Item 6 *( check for understanding* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( challenging work*
* Item 4 *( content engagement*
* Item 5 *( higher level thinking skills*

Item 6 *( check for understanding* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( challenging work*
* Item 4 *( content engagement*
* Item 5 *( higher level thinking skills*

Item 6 *( check for understanding* |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | **LABOR DAY** | Power Point PresentationPrinciples of the U.S ConstitutionTeacher will define and explain the principles of the Constitution | Power Point PresentationArticles of Confederation Vs ConstitutionTeacher will share strengths and weaknesses of the Articles of Confederation which lead to the formation of the Constitution | Power Point PresentationCreating the ConstitutionTeacher will describe the process of the meeting of the Constitutional Convention in Philadelphia and the behavior, attitudes, and various positions of the leaders of the colonies | Power Point PresentationThe (3) Branches of GovernmentSummative Assessment |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | LABOR DAY | Teacher will make and appoint small groups of each constitutional principle to gain deeper understanding of each principleAccountable Talk | Status of the Articles of ConfederationDomestic/Foreign RelationsTeacher will help students understand the lack of effectiveness of the documentThink – Pair - ShareThink – Pair -Share | Societal ChangesRoles of Men/WomeClass discussion using Accountable talk | Summative Assessment |
| **End of the lesson**You Do  **Science:** Evaluate | **3 – things you learned****2 – things you want to know more about****1 – things you did not understand** | 3 – things you learned2 – things you want to know more about1 – things you did not understand | 3 – things you learned2 – things you want to more about 1 – things that you do not understand | 3 – things you learned2 – things you want to more about 1 – things that you do not understand | 3 – things you learned2 – things you want to more about 1 – things that you do not understand |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **LABOR DAY** | “How Government Works” | “Who Has the Power?” | “Change by Other Means” | “The State of the Union”Summative Assessment |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | **N/A** | N/A | N/A | N/A | N/A |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Phone APP for translation and materials given in native language** | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Summative Assessment |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  | **LABOR DAY** | Pre AssessmentSection 1 page 75Questions page 1-4 | Pre Assessment Section 2 page 83Questions 1-5 | Pre AssessmentSection 3 page 88Questions 1-5 | Summative Assessment |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | **Aggressive Monitoring to determine topics that need to reteach** | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Summative Assessment |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **LABOR DAY** | Develop Open Ended Questions | Create Interactive Game | Extensive Near Pod Assignments | Summative Assessment |
| **Technology Integration:**How will the students use technology to help them master the objective. | **Students will engage in research with laptops to find websites, DBQ’S etc.)** | Use of laptops for weblinks to different topics of the lesson | Use of laptops to engage in Nearpod assignments | Use of laptops to review videos for mini lessons, You tube on certain topics, etc  | Summative Assessment |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |