A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday Nov.11 through Friday Nov.15 (Qtr.2)

**EDUCATOR’S NAME:**  Cheyenne Gibson  **SUBJECT: Facing History and Ourselves**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Holocaust and Human Behavior**  **Unit:3 Case Study**  **Chapter: 12**  **Dismantling Democracy**  **Page Number(s): N/A**  (It is suggested that you use your curriculum map.) | **What steps did the Nazis take to transform Germany into a dictatorship during their first two years in power?** | **What steps did the Nazis take to transform Germany into a dictatorship during their first two years in power?** | **What can we learn from the rise of the Nazis about what makes democracy fragile?** | **What choices did Germans have in the face of an emerging dictatorship?**  **What factors influence our choices about whether to speak up or stay quiet in response to injustice?**  **What opportunities for resistance were available?** | **\*Assessment(s)**  **Over material covered** |
| **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. | **SSP. 02** Critically examine a primary or secondary source in order to: Draw inferences and conclusions  **SSP.04** Construct and communicate arguments by citing supporting evidence to: Demonstrate and defend an understanding of ideas  **-**Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes  **SSP.05** Develop historical awareness by: Perceiving and presenting past events and issues as they might have been experienced by the  people of the time, with historical empathy rather than present mindedness  - Evaluating how unique circumstances of time and place create context and contribute to action and reaction | | | | |
| **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….** | **I can** analyze the steps taken by the Nazis to consolidate power and turn their democracy into a dictatorship. | **I can** analyze the steps taken by the Nazis to consolidate power and turn their democracy into a dictatorship. | **I can** analyze the steps taken by the Nazis to consolidate power and turn their democracy into a dictatorship. | **I can** analyze the steps taken by the Nazis to consolidate power and turn their democracy into a dictatorship. | **I can** analyze the steps taken by the Nazis to consolidate power and turn their democracy into a dictatorship. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Students may not understanding the factors that caused the dismantling of a democracy and the rise of a dictatorship | Students may not understanding the factors that caused the dismantling of a democracy and the rise of a dictatorship | Students may not understanding the factors that caused the dismantling of a democracy and the rise of a dictatorship | Students may not understanding the factors that caused the dismantling of a democracy and the rise of a dictatorship | **\*Assessment(s)**  **Over material covered** |
| **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. | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | **\*Assessment(s)**  **Over material covered** |
| **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 *( 3 minutes)* * Item 3 *( Watch video From Democracy to Dictatorship) 10-12 minutes* * Item 4 *(complete viewing guide/ connection questions) 15-20 minutes* * Item 5 *(Exit Journal )*   minutes | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 4 (*Complete Reading on Shaping Public opinion) 5-7 independent* * Item 5 *( Complete connection questions) 20-25 minutes*   Item 6 *( Exit whole group discuss)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 3 *( Reading: Targeting Jews) 5-7 minutes.* * Item 4 *( Complete connection questions independently) 20-25 minutes* * Item 5 *( Exit whole group discuss)* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *( Reading : Where they burn books) 7-10 minutes individuals* * Item 4 *( Complete connection questions in small groups) 20-25 minutes* * Item 5 *( Exit journal prompt)* | * Do Now *(8 minutes)*   **\*Assessment(s)**  **Over material covered** |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **\*Assessment(s)**  **Over material covered** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **\*Assessment(s)**  **Over material covered** |
| **End of the lesson**  You Do  **Science:** Evaluate | **Students respond to questions from the readings that were challenging or intriguing** | **Students respond to questions from the readings that were challenging or intriguing** | **Students respond to questions from the readings that were challenging or intriguing** | **Students respond to questions from the readings that were challenging or intriguing** | **\*Assessment(s)**  **Over material covered** |
| **(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. | **Students will respond to a closing question about the lesson covered.** | **Students will respond to a closing question about the lesson covered.** | **Students will respond to a closing question about the lesson covered.** | **Students will respond to a closing question about the lesson covered.** | **\*Assessment(s)**  **Over material covered** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **\*Assessment(s)**  **Over material covered** |
| **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. | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **\*Assessment(s)**  **Over material covered** |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **\*Assessment(s)**  **Over material covered** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **\*Assessment(s)**  **Over material covered** |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **\*Assessment(s)**  **Over material covered** |