**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday Nov.18 through Friday Nov.22 (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: 13** **Do You Take the Oath?****Page Number(s): N/A**(It is suggested that you use your curriculum map.) | **What factors influence our choices about whether to speak up or stay quiet in response to injustice?** | **What factors influence our choices about whether to speak up or stay quiet in response to injustice?** | **What choices did Germans have in the face of an emerging dictatorship? What opportunities for resistance were available?** | **What choices did Germans have in the face of an emerging dictatorship? 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 thepeople 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** identify some of the universal human behaviors that influence individuals to look the other way, as well as those that influence individuals to speak out in response to injustice. | **I can** identify some of the universal human behaviors that influence individuals to look the other way, as well as those that influence individuals to speak out in response to injustice. | **I can** identify some of the universal human behaviors that influence individuals to look the other way, as well as those that influence individuals to speak out in response to injustice. | **I can** identify some of the universal human behaviors that influence individuals to look the other way, as well as those that influence individuals to speak out in response to injustice. | **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 understand that there are factors that influence our choices to speak up or stay quiet in response to injustice. | Students may not understand that there are factors that influence our choices to speak up or stay quiet in response to injustice. | Students may not understand that there are factors that influence our choices to speak up or stay quiet in response to injustice. | Students may not understand that there are factors that influence our choices to speak up or stay quiet in response to injustice. | **\*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 Hitler’s First Victims) 10-12 minutes*
* Item 4 *(Reading: Storm Troopers, Elite Guards, and Secret Police/ connection questions) 20-25minutes*
* Item 5 *(Exit Journal )*

minutes | * Do Now *(8 minutes)*
* Review Learning Objective *( 3 minutes)*
* Item 4 (*Community Groups/Say something Sentence starters activity)/Reading: Spying on Family and Friends 10-15 minutes*
* Item 5 *( Complete connection questions in groups) 10-15 minutes*

Item 6 *( Exit whole group discuss)* | * Do Now *(8 minutes)*
* Review Learning Objective *( 3 minutes)*
* Item 3 *( Reading: Pledging Allegiance) 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 : Do you take the oath) 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** |