

2024-2025 Weekly Lesson Planning Document

Week of Monday, 9/16/2024 through Friday, 9/27/2024

EDUCATOR'S NAME: R. Walker

SUBJECT: CSF

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Structure and routine Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	History of the Internet Presentations CompTIA Scavenger Hunt	History of the Internet Presentations CompTIA Scavenger Hunt	History of the Internet Presentations TestOut.com - Use Technology Effectively- Set up student accounts	TestOut.com - Use Technology Effectively ** 9/26 - Southwest TN CC Mobile Career Exploration Van	TestOut.com - Use Technology Effectively
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.	4.1 History of the Internet: Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), research the history of the Internet. Create a timeline or infographic, illustrating the Internet's historical evolution from its inception to the present time. Discuss the needs that led to the creation of the Internet; discuss both the benefits and disadvantages of the Internet to society, as well as potential implications for the future. Provide examples drawn from the research to support claims				
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....	Students should be able to discuss the needs that led to the creation of the Internet, benefits and disadvantages, and the future potential implications. I can present and discuss the history of the Internet	Students should be able to discuss the needs that led to the creation of the Internet, benefits and disadvantages, and the future potential implications. I can present and discuss the history of the Internet	Students should be able to discuss the needs that led to the creation of the Internet, benefits and disadvantages, and the future potential implications. I can present and discuss the history of the Internet	Students should be able to discuss the needs that led to the creation of the Internet, benefits and disadvantages, and the future potential implications. I can present and discuss the history of the Internet	Students should be able to discuss the needs that led to the creation of the Internet, benefits and disadvantages, and the future potential implications. I can present and discuss the history of the Internet

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>			Citing		
<p>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.</p>	Vocabulary, review questions, and/or thesis statement questions	Vocabulary, review questions, and/or thesis statement questions	Vocabulary, review questions, and/or thesis statement questions	Vocabulary, review questions, and/or thesis statement questions	Vocabulary, review questions, and/or thesis statement questions
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> ▪ Do Now (5 minutes- Find thesis statement in an online article) ▪ Review Learning Objective- Teacher/ student's instructions (10 mins) ▪ Classwork (25 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes- Find thesis statement in an online article) ▪ Review Learning Objective- Teacher/ student's instructions (10 mins) ▪ Classwork (25 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes- Find thesis statement in an online article) ▪ Review Learning Objective- Teacher/ student's instructions (10 mins) ▪ Classwork (25 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes- Find thesis statement in an online article) ▪ Review Learning Objective- Teacher/ student's instructions (10 mins) ▪ Classwork (25 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes- Find thesis statement in an online article) ▪ Review Learning Objective- Teacher/ student's instructions (10 mins) ▪ Classwork (25 minutes) Exit Ticket (5 minutes)
<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	Discuss and answer questions using regarding the history and use of the Internet	Discuss and answer questions using regarding the history and use of the Internet	Discuss and answer questions using regarding the history and use of the Internet	Discuss and answer questions using regarding the history and use of the Internet	Discuss and answer questions using regarding the history and use of the Internet

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	Present and discuss PowerPoint presentations	Present and discuss PowerPoint presentations	Present and discuss PowerPoint presentations	Present and discuss PowerPoint presentations	Present and discuss PowerPoint presentations
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	Create and present the Internet's historical evolution from its inception to the present time	Create and present the Internet's historical evolution from its inception to the present time	Create and present the Internet's historical evolution from its inception to the present time	Create and present the Internet's historical evolution from its inception to the present time	Create and present the Internet's historical evolution from its inception to the present time
<p>(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.</p>	Ticket out the door: Write about one fact you understood or did not understand in today's lesson or if you had a question about it.	Ticket out the door: Write about one fact you understood or did not understand in today's lesson or if you had a question about it.	Ticket out the door: Write about one fact you understood or did not understand in today's lesson or if you had a question about it.	Ticket out the door: Write about one fact you understood or did not understand in today's lesson or if you had a question about it.	Ticket out the door: Write about one fact you understood or did not understand in today's lesson or if you had a question about it.
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>			*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.	*PowerPoint presentation with an elbow partner.
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.	Quality of presentation	Quality of presentation	Quality of presentation	Quality of presentation	Quality of presentation
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Discuss, share, one-on-one instruction.	Discuss, share, one-on-one instruction.	Discuss, share, one-on-one instruction.	Discuss, share, one-on-one instruction.	Discuss, share, one-on-one instruction.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Share, collaborate	Share, collaborate	Share, collaborate	Share, collaborate	Share, collaborate
Technology Integration: How will the students use technology to help them master the objective.	Software: Testout, Internet, CompuScholar	Software: Testout, Internet, CompuScholar	Software: Testout, Internet, CompuScholar	Software: Testout, Internet, CompuScholar	Software: Testout, Internet, CompuScholar