

Template for the following:
 Science, Social Studies, CTE,
 World Languages,
 HPELW, Fine Arts, JROTC

2024-2025 Weekly Lesson Planning Document

Week of Monday, Nov 18. through Friday, Nov 22.



EDUCATOR'S NAME: MANESS **SUBJECT:** GENERAL MUSIC

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	The History of American Pop Music: Pt.1	The History of American Pop Music: Pt.2	The History of American Pop Music: Pt.3	The History of American Pop Music: Pt.4	The History of American Pop Music: Review/ Assessment
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.	GM.P1.B Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. GM.R1.C Identify the context of music from a variety of genres, cultures, and historical periods.				
Objective (s): <small>What specifically should students be able to do at the end of the lesson? The objective is standards-based.</small> <small>Write the objective in student friendly terms. For example, I can multiply binomials.</small> 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....	Discover the popular music of America in the 1940s!	Discover the popular music of America in the 1950s!	Discover the popular music of America in the 1970s and 80s! Students will also discuss the technology behind the music	Discover the popular music of America in the 1990s- the Present!	Review and assess this week's material!

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>The differences between pop and the decades versions of rock, jazz, blues, etc.</p>	<p>The differences between pop and the decades versions of rock, jazz, blues, etc.</p>	<p>The differences between pop and the decades versions of rock, jazz, blues, etc.</p>	<p>The differences between pop and the decades versions of rock, jazz, blues, etc.</p>	<p>The differences between each decade of pop music</p>
<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>	<p>Listen and Analyze: 1940'S POP music</p>	<p>Listen and Analyze: 1950's Pop music</p>	<p>Listen and Analyze: 1970's vs 1980's pop</p>	<p>Listen and Analyze: 1990's Pop</p>	<p>Listen and Analyze: 2000-2020s pop</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Side by Side(2 minutes) ▪ Lecture (30 minutes) ▪ Pop Quiz(5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (35 minutes) ▪ Review (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (35 minutes) Review (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (35 minutes) Review (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (5 minutes) ▪ Quiz (25 minutes) ▪ Review (5 minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>I will ask the students if they are familiar with 1940's pop music Students will do a 2-min side-by-side</p>	<p>Listening Activity: Students will listen to 4 music examples and then will determine what type of R and B the example is</p>	<p>Students answer review questions from the previous lesson</p>	<p>Do you have any artists or songs from the 1990's that you enjoy?</p>	<p>Gauge the student's confidence based off of the do now questions.</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Students will learn about the history of several types of pop music like "R&B"</p>	<p>Students will learn and discuss the "POP" artists that were popular in the 1950s</p>	<p>Students will learn and discuss the "POP" artists that were popular in the 1970s and 1980s and the technology that made that music possible</p>	<p>Students will learn and discuss the "POP" artists that were popular in the 1990s - present day</p>	<p>Students will review the questions that may be on the quiz</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Students will Answer the Review Questions at the end of the lesson (Pop Quiz)</p>	<p>Summarize: Students will research and find 5 female rock and roll artists</p>	<p>Students will explore some of the tech options that have been used in the 80s and 90s music</p>	<p>Students will begin to summarize the lesson using a Venn diagram</p>	<p>Students will take the History of American Pop Unit Quiz</p>
<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>	<p>Students will review the pop quiz</p>	<p>Students name a few of the female artists they have found</p>	<p>Students will use their device to research a few of the technologies discussed in class</p>	<p>We will review some of the ideas student placed in their venn diagrams</p>	<p>Review the Answers from the test</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace</p>	<p>They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace</p>	<p>They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace</p>	<p>They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace</p>	<p>They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace</p>

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed
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.	Formative Assessment: The Lesson Review "Pop Quiz	Formative Assessment: Summarization Activity will act as the formative assessment	Formative Assessment: Venn Diagram Summarization	Formative Assessment: Venn Diagram Summarization	Summative Assessment: History of American Pop Unit Quiz
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Students will be asked to research a song from the 1950's that they think would do well in the modern day	Students will be asked to research a song from the 1960's that they think would do well in the modern day	Students will be asked to research a song from the 1970's that they think would do well in the modern day	Students will be asked to research a song from the 1990s that they think would do well in the modern day	Students will write down what they would like to do over thanksgiving break
Technology Integration: How will the students use technology to help them master the objective.	N/A	N/A	N/A	N/A	N/A