**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_**Feb 3**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 7**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_\_ World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plans are subject to change at the teacher’s discretion**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine****Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | **Armenian Genocide****WWI** | **Armenian Genocide****WWI**  | **Treaty of** Versailles **& League of Nations** **WWI** | **Review** **WWI** | **Unit 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. | W.35 Describe the effects of World War I, including the significance of: • Armenian Genocide • Loss of human life • Collapse of major empires • Movement of populations • Economic losses • Spread of disease • Environmental changes W.36 Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.W.37 Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. |
| **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 describe** the effects of World War I by explaining what the Armenian Genocide was, why it happened, and how it impacted people and the world during and after the war. | **I can describe** the effects of World War I by explaining what the Armenian Genocide was, why it happened, and how it impacted people and the world during and after the war.  | **I can explain** how the Treaty of Versailles and the League of Nations shaped the world after World War I by describing the goals of major nations at the Paris Peace Conference, the treaty's impact on Germany, changes to country borders, and the long-term effects on global conflicts. | **I can explain** what caused World War I, describe what happened during the war, and analyze how it affected the military, economies, and politics of different countries, including the impact of the Treaty of Versailles and the establishment of the League of Nations. | **I can explain** what caused World War I, describe what happened during the war, and analyze how it affected the military, economies, and politics of different countries, including the impact of the Treaty of Versailles and the establishment of the League of Nations. |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this 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. | Complete a gamified review of previous objectives.  | Complete a gamified review of previous objectives.  | Complete a gamified review of previous objectives.  | " Complete a gamified review of previous objectives.  | Complete a gamified review of previous objectives.  |
| **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.  | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
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| **Beginning of the lesson** I Do  | Guide students through a Nearpod lesson that includes important information and encourages class discussion. | Introduce the WebQuest  | Guide students through a Nearpod lesson that includes important information and encourages class discussion. | Gamified review  | n/a due to assessment  |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | Embedded activities in the Nearpod lesson  | Get the students started on the webquest  | Embedded activities in the Nearpod lesson | Gamified review  | n/a due to assessment  |
| **End of the lesson**You Do  **Science:** Evaluate | Embedded MCQ and open response questions embedded in the Nearpod.  | Students will complete the WebQuest asynchronously.  | Embedded MCQ and open response questions embedded in the Nearpod. .  | Students will independently work on missing assignments to close out unit and prepare for Unit assessment.  | Complete Unit Assessment |
| **(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. | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol  | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? |  |  |  |  |  |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? |  |  |  |  |  |
| **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.  | **Teacher observation****Class discussion** **No opt out questioning** **Exit Ticket**  | **Teacher observation****Class discussion** **No opt out questioning** **Exit Ticket** | **Teacher observation****Class discussion** **No opt out questioning** **Exit Ticket- 3-2-1 Glow/Grow Protocol** | **Teacher observation****Class discussion** **No opt out questioning** **Exit Ticket- 3-2-1 Glow/Grow Protocol** | **Teacher observation****Class discussion** **No opt out questioning** **Exit Ticket- 3-2-1 Glow/Grow Protocol****Diagnostic Pretest** |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | **Clarify and Reteach**  | **Clarify and Reteach** | **Clarify and Reteach** | **Clarify and Reteach** | **Clarify and Reteach** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  |  |  |  |  |  |
| **Technology Integration:**How will the students use technology to help them master the objective. | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available****Use of Promethean**  | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available****Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available****Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available****Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available****Use of Promethean** |