A blue and grey logo with claws

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

Week of Monday, \_**Feb 17**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 21**\_\_\_\_\_\_\_\_\_\_\_\_

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.) | **President’s Day**  **Student’s out** | **Great Depression**  **Between the Wars** | **Great Depression**  **Between the Wars** | **Review**  **Between the Wars** | **Unit Assessment**  **Between the Wars** |
| **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. 40 Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of:   * Overproduction * Unemployment * Inflation * Restrictive trade policies Post-war economic relationships * between the U.S. and Europe | | | | |
| 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 because of this lesson?  The objective should be written using the stem…  I CAN…. | **President’s Day**  **Student’s out** | **I can describe** how the collapse of international economies in 1929 led to the Great Depression by explaining the role of overproduction, unemployment, inflation, restrictive trade policies, and post-war economic relationships between the U.S. and Europe. | **I can describe** how the collapse of international economies in 1929 led to the Great Depression by explaining the role of overproduction, unemployment, inflation, restrictive trade policies, and post-war economic relationships between the U.S. and Europe. | **I can explain** how the economic collapse of 1929 and the cultural, economic, and intellectual trends of the 1920s, like the Harlem Renaissance and the booming economy, shaped American life during the Great Depression and the Roaring Twenties. | **I** can explain how the economic collapse of 1929 and the cultural, economic, and intellectual trends of the 1920s, like the Harlem Renaissance and the booming economy, shaped American life during the Great Depression and the Roaring Twenties. |

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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. | **President’s Day**  **Student’s out** | Complete a gamified review of previous objectives. W.39 Quiz | Complete a gamified review of previous objectives. | " Complete a gamified review of previous objectives. | Review prompt |
| **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 |
| **Beginning of the lesson**  I Do | **President’s Day**  **Student’s out** | Guide students through a Nearpod lesson that includes important information and encourages class discussion. | Guide students through a Nearpod lesson that includes important information and encourages class discussion. | Gamified unit review | n/a due to assessment |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **President’s Day**  **Student’s out** | Embedded activities in the Nearpod lesson | Embedded activities in the Nearpod lesson | Gamified unit review | n/a due to unit assessment |
| **End of the lesson**  You Do  **Science:** Evaluate | **President’s Day**  **Student’s out** | Embedded MCQ and open response questions embedded in the Nearpod. | Embedded MCQ and open response questions embedded in the Nearpod.  . | Gamified unit Review | 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** |