2024-2025 Weekly Lesson Planning Document

Week of Monday, 11/04/2024______through Friday, _11/15/2024_______

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.)	Career Exploration **Binary and hexadecimal counting systems	Career Exploration **Binary and hexadecimal counting systems	Career Exploration	Career Exploration	Career Exploration
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.	**2.3 Counting Systems: Distinguish between the binary and hexadecimal counting systems. Using appropriate units, provide examples of each system and identify specific instances when IT professionals rely on them. Career Exploration 3.1 Occupations: Research various occupations in information technology industries, such as programmers, web designers, webmasters, networking administrators, computer systems administrators, telecommunications line installers, and informational security analysts. Compose an informative table or chart that includes the following: work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success.				
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 distinguish between the binary and hexadecimal counting systems **I can** distinguish between the binary and hexadecimal counting systems	Students should be able to distinguish between the binary and hexadecimal counting systems **I can** research various occupations in information technology industries	Students should be able to research various occupations in information technology industries **I can** research various occupations in information technology industries	Students should be able to research various occupations in information technology industries **I can** research various occupations in information technology industries	Students should be able to research various occupations in information technology industries **I can** research various occupations in information technology industries

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Careers vs jobs				
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.	Vocabulary, review questions, and/or thesis statement questions, ACT review 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
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 *(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)*	▪ 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)*	▪ 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)*	▪ 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)*	▪ 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)*
Beginning of Lesson **I Do** **Science:** Engage & Explore	Discuss and answer questions regarding careers Discuss and complete an ACE strategy sheet	Discuss and answer questions regarding careers Discuss and complete an ACE strategy sheet	Discuss and answer questions regarding I.T. careers Discuss and complete an ACE strategy sheet	Discuss thesis statement, fact-finding and answer questions regarding I.T. careers Discuss and complete an ACE strategy sheet, citations	Discuss thesis statements, fact-finding and answer questions regarding I.T. careers Discuss and complete an ACE strategy sheet, citation

Middle of the lesson We Do **Science:** Explain and Elaborate	Practice binary and hexadecimal number systems Binary Numbers Field trip: Shely Co. Commission I.T. Dept. – Thank you letters	Practice binary and hexadecimal number systems Binary Numbers Field trip: Shely Co. Commission I.T. Dept. – Thank you letters	Practice writing thesis statements, fact-finding, research career work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success.	Practice writing thesis statements, fact-finding, research career work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success.	Practice writing thesis statements, fact-finding, research career work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success.
End of the lesson You Do **Science:** Evaluate	Reflections and student reviews	Reflections and student reviews	Reflections and student reviews	Reflections and student reviews	Reflections and student reviews
(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.	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.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?			*Work with an elbow partner. Allowed more time and/or limited tasks	*Work with an elbow partner. Allowed more time and/or limited tasks	*Work with an elbow partner. Allowed more time and/or limited tasks

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	*Work with an elbow partner.	*Work with an elbow partner.	*Work with an elbow partner.	*Work with an elbow partner.	*Work 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.	Numbering systems Practice/quiz	Numbering systems Practice/quiz	Quality of work	Quality of work	Quiz ACE strategy Essay
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