

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

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, 1/20 through Friday, 1/24*



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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	MLK DAY	Hip-Hop Review (Review Game)	Hip-Hop Review (Study Guide)	Hip-Hop Assessment	Make up Day
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<b>7.GM.P1.B</b> Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.  <b>ELA STANDARD 7.L.C SE.1</b> Demonstrate command of the conventions of standard English grammar and usage. <ul style="list-style-type: none"> <li>b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</li> </ul> <b>6/7/8.GM.R2.A</b> Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.				
<b>Objective (s):</b> 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... <b>I CAN....</b>	MLK DAY	Students will review the Hip-Hop Unit using a review game (Blooklet)	Students will complete the Hip-Hop Unit Study guide  Students will play a review game if there is time	Students will complete the Hip-Hop Unit Assessment	Students will make up any missing work.

<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	<b>MLK DAY</b>	Confusion on the different topics of Hip-Hop	Confusion on the different topics of Hip-Hop	Confusion on the different topics of Hip-Hop	If they are missing certain Assignments
<b>Literacy-Based DO NOW:</b> 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.	<b>MLK DAY</b>	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	▪ <b>MLK DAY</b>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Review Game (40 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Study Guide (20 minutes)</li> <li>▪ Review Game (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Test (30 minutes)</li> <li>▪ Review Test (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Make up Work (40 minutes)</li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	<b>MLK DAY</b>	I will activate the Review Game to allow students to join	I will pass out the study guide  I will activate the Review Game to allow students to join	I will walk through the quiz, so the students understand the layout of the test.	I will call the names of the students who need to complete makeup work.

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	MLK DAY	Students will play the review game	<p>Students will complete the study guide</p> <p>Students will play the review game</p>	Students will complete the assessment	Students will begin working on make-up work
<p><b>End of the lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	MLK DAY	Students will continue to review	Students will continue to review	As a class, we will review the assessment	Students will complete the make-up work
<p><b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> 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>	MLK DAY	Do you think the review game helped you feel more confident about the quiz?	Do you think the study guide helped you feel more confident about the quiz?	How did you feel about this quiz?	Complete any makeup work
<p><b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	MLK DAY	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	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	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	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

<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<b>MLK DAY</b>	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
<b>Assessment (s):</b> 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.	<b>MLK DAY</b>	The results of the Review game will be used as my assessment	The study guide will act as my assessment	The Hip-hop Unit Assessment will be my assessment	The completed make-up work will be my assessment
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<b>MLK DAY</b>	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
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<b>MLK DAY</b>	Students will play another review game	Students will play another review game	Students will review their test and try to correct their mistakes	What do you know about writing a song?
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	<b>MLK DAY</b>	YES	YES	YES	YES