

Meeting Date: 11/14/2024 Lesson Plan Dates: 11/18 - 11/22/2024	Content Area: US History
Team Members Present: Campbell/ Brown/ King	Facilitator/PLC Lead: Myree

Link to Henry Connects: <https://henryconnects.henry.k12.ga.us/welcome>

Section 1 – Pre-Work

(All items in this section are to be completed individually PRIOR to PLC.)

I. PLC Data Protocol – What did the students learn?

(Complete the data analysis protocol for the CFA that was administered using the [HCS Collaborative Planning Data Protocol Form](#). Once the analysis is completed, insert the link to the document.)

Teacher Name	Link to Completed Data Form
Gen Ed 1 (Insert Name Here)	https://henry.illuminateed.com/live/?assessment_id=267461&page=Assessments_Overview_Controller#/analyze/performance
Gen Ed 2 (Insert Name Here)	https://henry.illuminateed.com/live/?assessment_id=267463&page=Assessments_Overview_Controller#/analyze/overview
Gen Ed 3 (Insert Name Here)	
Gen Ed 4 (Insert Name Here)	

II. Standard Analysis – What do we want students to learn?

(Complete the outlined questions below based on the standard(s) that will be covered in the upcoming week.)

Henry Teaching and Learning Standard(s) that will be covered the upcoming week. (Paste the entire standard.)	Teacher	Define the academic language in the standard that may need clarification.	What foundational knowledge and skills do students need to understand the standard?	What common misconceptions arise while teaching this standard? Which misconception is critical to address first?
SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government. SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.	Gen Ed 1 <i>Campbell</i>	Rationing, War Time Conversion, Japanese Internment Camp, Marshall Plan, Truman Doctrine, McCarthyism	Red Scare, Integration, cause and effect, critical thinking	events of that led to US involvement in WWI vs Events of WWII
	Gen Ed 2 <i>Brown</i>	Rationing, War Time Conversion, Japanese Internment Camp, Marshall Plan, Truman Doctrine, McCarthyism	Red Scare, Integration, cause and effect, critical thinking	events of that led to US involvement in WWI vs Events of WWII
	Gen Ed 3 <i>King</i>	Rationing, War Time Conversion, Japanese Internment Camp, Marshall Plan, Truman Doctrine, McCarthyism	Red Scare, Integration, cause and effect, critical thinking	events of that led to US involvement in WWI vs Events of WWII
	Gen Ed 4 <i>(Insert Name Here)</i>			

Section 1 – Pre-Work (continued)

(All items in this section are to be completed individually PRIOR to PLC.)

III. Preview Formative, Summative, or Performance Assessment – How will we know when students have achieved mastery?

(Complete the outlined questions below based on the assessment that will be administered in the upcoming week)

Are there any questions on the CFA that need to be reviewed among the collaborative planning team for clarification?	What type of thinking is required of students to demonstrate mastery of the standard via the CFA/Summative Assessment?	What type of learning experiences are needed during instruction for this type of thinking to occur?
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Gen Ed 1 <i>Campbell</i>	N/A	Describe, Explain, Investigate, Analyze, Examine, Connect	Students will work in their groupings that all have a variety of learners. This activity has notes and videos for visual learners, discussions for auditory learners, and group work for kinesthetic learners.
Gen Ed 2 <i>Brown</i>	N/A	Describe, Explain, Investigate, Analyze, Examine, Connect	Students will work in their groupings that all have a variety of learners. This activity has notes and videos for visual learners, discussions for auditory learners, and group work for kinesthetic learners.
Gen Ed 3 <i>King</i>	N/A	Describe, Explain, Investigate, Analyze, Examine, Connect	Students will work in their groupings that all have a variety of learners. This activity has notes and videos for visual learners, discussions for auditory learners, and group work for kinesthetic learners.
Gen Ed 4 <i>(Insert Name Here)</i>			

Section 2 – Collaborative Planning

(All items in this section are to be discussed and finalized DURING collaborative planning.)

I. Planning for Instruction Resources Alignment

What resources can be leveraged to demonstrate what proficient and distinguished learners need to know, understand, and do according to the Achievement Level Descriptors, if applicable?

Henry Teaching and Learning Standard(s)		Beginning Level (Copy and paste the ALD for the specific standard)	Developing Level (Copy and paste the ALD for the specific standard)	Proficient Level (Copy and paste the ALD for the specific standard)	Distinguished Level (Copy and paste the ALD for the specific standard)
Standard 1	SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.		identify the domestic impact of World War II;	<ul style="list-style-type: none"> examine the origins of World War II; 	analyze the origins, major developments, and the domestic impact of World War II, including the growth of the federal government;
Standard 2	SSUSH20		identify U.S. international and	analyze U.S. international and	examine the connections

Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.		domestic policies during the Truman and Eisenhower administrations;	domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations;	between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations.
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II. Instructional Plans

What instructional activities will we use to ensure student mastery in the upcoming week?

	Monday	Tuesday	Wednesday	Thursday	Friday
Henry Teaching and Learning Standard(s) (Just list the standard number)	SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.	SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.	SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.	SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.	SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
Learning Target	Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks. Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans.	Unit 9 Post Assessment Test	Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.	Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education. Examine the influence of Sputnik on U.S. technological innovations and education.	Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
Opening	Daily Bellringer	Unit 9 Review	Daily Bellringer	Daily Bellringer	Daily Bellringer
Work Session	I do: Discuss Daily Bellringer/ Lecture 15 min/ provide materials for learning. We do: Closed Reading and	I do: Give Students Code to assessments We do: Participate in Quick Review for assessment	I do: Discuss Daily Bellringer/ Lecture 15 min/ provide materials for learning. We do: Closed Reading and	I do: Discuss Daily Bellringer/ Lecture 15 min/ provide materials for learning. We do: Closed Reading and	I do: Discuss Daily Bellringer/ Lecture 15 min/ provide materials for learning. We do: Closed Reading and

	Image Analysis Google Slide You do: Students will take notes	You do: Students will complete Unit 9 Post Assessment	Image Analysis Google Slide You do: Students will take notes	Image Analysis Google Slide You do: Students will take notes	Image Analysis Google Slide n: Students will take notes
Closing					
III. Grading and Feedback Plan <i>What instructional activities will we use to communicate student mastery via grading and effective feedback?</i>					
Item(s) that will be taken for a grade to provide feedback to students regarding their mastery of content standards.	<u>Item #1</u> IC Assignment Name: Unit 9 Pst Assessment Test Multiplier: Points Possible: 100/100		<u>Item #2</u> IC Assignment Name: Multiplier: Points Possible:		