



2024-2025 Weekly Lesson Planning Document

Week of Monday, 10/14 through Friday, 10/18



EDUCATOR'S NAME:

Lyons

SUBJECT:

World History

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Texts	• World History Textbook	• World History Textbook	• World History Textbook	• World History Textbook	• World History Textbook
TN Standard(s)	Quarter 2 Expectations Review	ACT Testing	W.13 Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies.	W.13 Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies.	W.13 Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies.
Objective	Quarter 2 Expectations Review	ACT Testing	"I can explain the demographic consequences of the Atlantic system"	"I can analyze the early establishment of slavery in North America through the stories of Anthony Johnson and John Casor."	"I can describe the Atlantic System analyzing their interconnections and impacts on early American society"
Literacy-Based DO NOW	Quarter 2 Expectations Review	ACT Testing	Quick Reflect: Describe a time when a significant trade or exchange took place between two cultures.	Quick Reflect: What distinguishes a free person from someone who is enslaved? Write a few sentences about your thoughts.	Explain a multiple choice question answer
Hook/Essential Question	Quarter 2 Expectations Review	ACT Testing	"What were the major demographic changes resulting from the Atlantic trade system, and how did they impact different societies?"	"How did the cases of Anthony Johnson and John Casor illustrate the evolving nature of slavery in early North America?"	
I Do	Quarter 2 Expectations Review	ACT Testing	Lecture: Demographic Consequences of the Atlantic System	Lecture: Early Establishment of Slavery in North America	TBD - Enrichment for W.13

We Do	Quarter 2 Expectations Review	ACT Testing	Partner work: With a partner, compare your Cornell notes and complete Step 2 and Step 3.	Partner work: With a partner, compare your Cornell notes and complete Step 2 and Step 3.	TBD - Enrichment for W.13
You Do	Quarter 2 Expectations Review	ACT Testing	Individual assignment: Short Answer Question (SAQ) Prompt: Explain one major demographic change resulting from the Atlantic trade system and discuss its impact on society.	Independent: Short Answer Question (SAQ) Prompt: Analyze how the cases of Anthony Johnson and John Casor illustrate the evolving nature of slavery in early North America.	TBD - Enrichment for W.13
Literacy Based Closing Activity	Quarter 2 Expectations Review	ACT Testing	Closure: 3-2-1 plus Grow-Glow (5 minutes): 3 things learned 2 questions 1 connection Grow: suggest a related topic for further research Glow: What went well with class today?	Closure: 3-2-1 plus Grow-Glow (5 minutes): 3 things learned 2 questions 1 connection Grow: What could have been better in class today? Glow: What went well with class today?	Closure: 3-2-1 plus Grow-Glow (5 minutes): 3 things learned 2 questions 1 connection Grow: What could have been better in class today? Glow: What went well with class today?
Assessment	Quarter 2 Expectations Review	ACT Testing	<ul style="list-style-type: none"> Teacher observation Class discussion No opt out questioning Exit Ticket- 3-2-1 Glow/Grow Protocol 	<ul style="list-style-type: none"> Teacher observation Class discussion No opt out questioning Exit Ticket- 3-2-1 Glow/Grow Protocol 	<ul style="list-style-type: none"> Teacher observation Class discussion No opt out questioning Exit Ticket- 3-2-1 Glow/Grow Protocol
SPED Modification (s)	Extended Time, Peer Tutor, Scaffolding, Preferential Seating				
ESL Modification (s)	Word bank, Extended Time, Peer Tutor, Translation services				
Extension/Enrichment Activity (s):	Students will complete a directed reading with text annotations, followed by reflective writing and answering the textbook's guided questions				
Technology Integration:	Technology will be integrated as appropriate to enhance instructional delivery and student engagement, leveraging available tools and resources to support learning objectives				
Vocabulary					

***Pacing may vary among classrooms due to absences. Adjustments may be made to ensure students are fully engaged with the content.*