A blue and grey logo with claws

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

Week of Monday, \_**Feb 10**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 14**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_AP 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.) | **Research Paper**  **Industrial Revolution** | **Government’s Role from 1750-1900**  **Industrial Revolution** | **Government’s Role from 1750-1900**  **Industrial Revolution** | **Answering a DBQ**  **Industrial Revolution** | **Review & Assess**  **Industrial Revolution** |
| **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. | I can analyze how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period. | | | | |
| **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….** | ***I can write a*** *well-structured body for my research paper for my chosen topic by analyzing evidence, organizing my ideas, and supporting my thesis with specific details from historical documents.* | ***I can*** *explain the causes and effects of economic strategies of different states and empires*  *.* | ***I can*** *explain the causes and effects of economic strategies of different states and empires* | ***I can analyze*** *a DBQ prompt, interpret historical documents, and organize my ideas to write a well-structured essay. I can craft a strong thesis, provide historical context, and use evidence effectively to support my arguments while applying DBQ writing strategies to meet all the requirements.* | ***I can analyze*** *how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period.* |

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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. | **Contextualization**  Write down one question that you have related to the research assignment. | **Contextualization**  Heimler video questions quiz | **Contextualization**  *Review Quiz from night reading/notes* | **Contextualization**  **Prompt**:  *What do you find most challenging about writing DBQ essays?* | **Gamified review** |
| **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 Lesson**  **I Do**  **Science:** Engage & Explore | **Lecture:**  Review the requirements of the assignment and best strategies. | **Lecture:**  **Title**: Government Responses to the Industrial Revolution: The Ottoman Empire and Japan  . | **Lecture:**  **Title:**  Government's Role in Industrialization (1750-1900) | **Lecture:**  **Title**: Mastering the DBQ | **Gamified review** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Field questions** from students. | **Causation Chart** | **Complete a Causation Chart** | **Analyze the prompt and sources of DBQ.** | **Gamified review** |
| **End of the lesson**  You Do  **Science:** Evaluate | **The students will work independently** on the body of their paper using their thesis statements and supporting documents and evidence. | ***MCQ: Exit ticket*** | **SAQ:**  Analyze the impact of one specific technological advancement from the Industrial Revolution (1750-1900) on economic production. In your response, consider how this technology changed the methods of production, affected labor, and influenced the distribution of goods. Use specific examples to support your analysis. | Write Thesis and Contextualization for DBQ | **Quiz** |
| **(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. | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with 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** |