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: \_Pre-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**  **Revolutions** | **Latin American Revolutions and Nationalism**  **Age of Revolution** | **Answering a DBQ**  **Industrial Revolution** | **Review**  **Revolutions** | **Assessment**  **Revolutions** |
| **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 examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions** | | | | |
| **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for my chosen topic by analyzing evidence, organizing my ideas, and supporting my thesis with specific details from historical documents.* | ***I can analyze*** *how nationalism shaped the Latin American independence movements***.** | ***I can analyze*** *a DBQ prompt, interpret historical documents, and organize my ideas to write a well-structured essay.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 explain*** *how the Enlightenment, imperial rivalry, and social polarization each played a role in causing revolutions and decide which had the biggest impact."* | ***I can explain*** *how the Enlightenment, imperial rivalry, and social polarization each played a role in causing revolutions and decide which had the biggest impact."* |
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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***  *Consider the impact of nationalism with this prompt:*  *- In what ways do you think nationalism influenced the independence movements in Latin America? Write a few sentences discussing how national identity might have motivated individuals to fight for independence.*  . | ***What do you find most challenging about writing DBQ essays?*** | **Complete gamified review.** | **Complete 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 Outline:**  **- Causes: Creole discontent, Enlightenment ideas, social hierarchy**  **- Key events: Independence movements led by figures like Simón Bolívar**  **- Effects: Fragmentation and unification of regions** | **Lecture:**  **Title: Mastering the DBQ** | **Complete gamified review.** | **Complete gamified review.** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Field questions from students.** | **Work in pairs to answer the SAQ following the TEA protocol on paper.** | **Analyze the prompt and sources of DBQ.** | **Gamified review** | **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. | **SAQ: Prompt:** Evaluate the role of nationalism in one Latin American revolution. Use specific examples from the presentation to support your argument. | **Write Thesis and Contextualization for DBQ** | **Gamified review** | **Complete assessment** |
| **(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** |