**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for my chosen topic by analyzing evidence, organizing my ideas, and supporting my thesis with specific details from historical documents.* | ***I can analyze*** *how nationalism shaped the Latin American independence movements***.** | ***I can analyze*** *a DBQ prompt, interpret historical documents, and organize my ideas to write a well-structured essay.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
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* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
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| **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** |