**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_**Feb 24**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 28**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_AP World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plans are subject to change at the teacher’s discretion**

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|  | **MONDAY** | **TUESDAY** | ***No class due to block schedule.***  | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine****Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | ***No class due to block schedule.***  | **Unit Review** **Industrial Revolution** | ***No class due to block schedule.***  | **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….** | ***No class due to block schedule.***  | ***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.* | ***No class due to block schedule.***  | ***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.* | ***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. | ***No class due to block schedule.***  | **Gamified review**  | ***No class due to block schedule.***  | **n/a due to student presentations**  | ***No class due to block schedule.***  |
| **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.  | * ***No class due to block schedule.***
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | * ***No class due to block schedule.***
 | * Anticipatory Set: 5 minutes
* I Do: 15 minutes
* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
 | ***No class due to block schedule.***  |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | ***No class due to block schedule.***  | **Gamified unit review** . | ***No class due to block schedule.***  | **Lecture:** **Review the structure of a DBQ essay using the Mastering the DBQ Guide:****Introduction: Contextualization and thesis.****Body paragraphs: Topic sentences, evidence from documents, outside evidence, and sourcing.****Conclusion: Restate thesis and demonstrate complexity.****Model how to write a thesis statement using the formula:****"Because [reason 1] and [reason 2], industrialization brought significant changes to Britain and India, although [continuity]."** | **n/a due to assessment**  |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | ***No class due to block schedule.***  | Gamified review  | ***No class due to block schedule.***  | **Students complete research presentations**  | **n/a due to assessment**  |
| **End of the lesson**You Do  **Science:** Evaluate | ***No class due to block schedule.***  | Complete MCQ review  | ***No class due to block schedule.***  | **Students complete research presentations**  | **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. | ***No class due to block schedule.***  | **3-2-1 Closure with grow/glow protocol** | ***No class due to block schedule.***  | **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** |