A blue and grey logo with claws

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

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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.) | ***Impact of Imperialism***  ***Imperialism*** | ***Impact of Imperialism***  ***Imperialism*** | ***DBQ Practice***  ***Imperialism*** | ***Review Impact of Imperialism***  ***Imperialism*** | ***Assessment***  ***Imperialism*** |
| **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. | ***AP Unit 6: Explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. | | | | |
| **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 explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. | ***I can explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. | ***I can explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. | ***I can explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. | ***I can explain*** the causes and effects of imperialism from 1750 to 1900, including the motivations behind European expansion, the responses of colonized nations, and the patterns of migration that resulted from these changes. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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***  What do you think were the main motivations for countries to expand their empires during the period of 1750 to 1900? Consider factors like economic needs, national pride, or cultural ideologies.  How do you think the people living in the regions being colonized might have felt about imperialism? What kinds of responses or resistance might they have shown? | **n/a** | ***Gamified Review*** | ***Gamified Review*** | ***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. | * 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: Impact of Imperialism*** | **No class held due to ACT testing schedule**  . | **Lecture (15 minutes)**  **Introduce DBQ assignment** | ***Gamified Review*** | **n/a due to assessment** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | ***Completion of Guided Notes and class discussion.*** | **No class held due to ACT test schedule** | ***We Do (15 minutes)***  ***Answer questions regarding DBQ*** | ***Gamified Review*** | **n/a due to assessment** |
| **End of the lesson**  You Do  **Science:** Evaluate | ***MCQ in AP Classroom*** | **No class held due to ACT test schedule** | ***Student will complete DBQ*** | ***Gamified Review*** | **Complete assessment in AP Classroom** |
| **(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** | ***No class due to ACT schedule.*** | **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** |