A blue and grey logo with claws

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

Week of Monday, \_**March 31**\_\_\_\_\_\_\_\_through Friday, \_**April 4**\_\_\_\_\_\_\_\_\_\_\_\_

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*** | ***World War I***  ***Global Conflicts*** | ***No class due to block schedule*** | ***World War II***  ***Global Conflicts*** | ***Assessment***  ***Global Conflicts*** |
| **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 7:*** Explain the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide***.*** | | | | |
| **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 explain*** *the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide.* | ***No class due to block schedule*** | ***I can explain*** *the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide.* | ***I can explain*** *the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide.* |

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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*** | **Quick-write prompt: "What factors contribute to the rise and fall of empires? Provide an example if possible."** | ***No class due to block schedule*** | ***No class due to block schedule*** | ***n/a due to assessment*** |
| **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 | * 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 | ***No class due to block schedule*** | **Topic 7.1: Shifting Power After 1900**  **Focus on the collapse of land-based empires and revolutionary changes (e.g., Russian Revolution, Mexican Revolution).**  **Topic 7.2: Causes of World War I**  **Imperialism, alliances, nationalism, and militarization as causes.**  **Topic 7.3: Conducting World War I**  **Total war strategies: propaganda, nationalism, and new technology.**  **Topic 7.4: Economy in the Interwar Period**  Compare responses to the Great Depression: New Deal (USA), fascist corporatist economies, and Soviet Five-Year Plans.  Highlight the link between economic crises and political extremism.  . | ***No class due to block schedule*** | ***Topic 7.6: Causes of World War II***  ***Analyze the rise of fascist and totalitarian regimes, imperialist aspirations, and the global economic crisis.***  ***Topic 7.7: Conducting World War II***  ***Compare mobilization strategies of Western democracies (e.g., Churchill and Roosevelt) vs. totalitarian states (e.g., Hitler and Stalin).***  ***Discuss the impact of new technologies, including the atomic bomb and firebombing.***  **Topic 7.8: Mass Atrocities After 1900**  Explore specific examples of genocide and ethnic violence (e.g., Holocaust, Armenian Genocide, Rwandan Genocide).  Discuss causes, consequences, and global responses. | **n/a due to assessment** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | ***No class due to block schedule*** | **Activity: Document Analysis (20 minutes):**  **Provide students with primary sources (e.g., propaganda posters, excerpts from speeches).**  **In pairs, analyze how governments mobilized populations and resources during World War I.** | ***No class due to block schedule*** | ***Group Debate:***  ***Divide students into groups representing different nations (e.g., USA, USSR, Germany, Great Britain).***  ***Debate the ethical implications of total war strategies used during World War II.*** | **n/a due to assessment** |
| **End of the lesson**  You Do  **Science:** Evaluate | ***No class due to block schedule*** | **MCQ: AP Classroom** | ***No class due to block schedule*** | ***MCQ: AP Classroom*** | **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. | ***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** |