A blue and grey logo with claws

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

Week of Monday, \_**April 7**\_\_\_\_\_\_\_\_through Friday, \_**April 11**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_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.) | **No class due to block schedule** | **Assessment**  **Global Conflicts** | **Setting the Stage for the Cold War and Decolonization**  **The Cold War** | **The Cold War and Its Effects**  **The Cold War** | **Spread of Communism and Redistribution Movements**  **The Cold War** |
| **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 8:* Analyze and explain the complex interactions between the Cold War and decolonization from 1900 to the present, including the ideological, political, and economic factors that shaped global events and the varying paths to independence taken by nations around the world. | | | | |
| **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. | **I can explain** the historical context of the Cold War after 1945, including how anti-imperialist sentiment and World War II shifted the global balance of power. | **I can explain** the causes and effects of the Cold War, including the ideological struggle between capitalism and communism and the role of proxy wars. | **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** | **Gamified review** | **Check in Quiz** | **Check in Quiz** | **Check in Quiz** |
| **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 | * 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 | **No class due to block schedule** | **Gamified Review**  **.** | **Lecture: The World After WWII: The Roots of the Cold War and Decolonization** | **Lecture: The Cold War: Ideologies, Alliances, and Proxy Wars** | **Lecture: The Spread of Communism and Economic Redistribution Movements** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | No class due to block schedule | Complete assessment in AP Classroom | Document Sourcing | Document Sourcing | Document Sourcing |
| **End of the lesson**  You Do  **Science:** Evaluate | No class due to block schedule | Complete assessment in AP Classroom | MCQ in AP Classroom | MCQ in AP Classroom | MCQ 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*** | **n/a due to assessment** | **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** |