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: \_\_\_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:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **The Meiji Restoration**  **Nationalism and Imperialism** | **The Rise and Fall of Imperialism**  **Nationalism and Imperialism** | **British Imperialism in India**  **Nationalism and Imperialism** | **British Imperialism in China**  **Nationalism and Imperialism** | **Imperialism in Latin America**  **Nationalism and 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. | 5.5 Describe the continuities and changes in 19th-century imperialism.  W.26 Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century.  W.27 Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade.  W.28 Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world. | | | | |
| **Objective (s):**  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 describe*** *the political changes that*  *occurred during the Meiji Restoration.* | ***No class due to block schedule*** | **I can** **describe** the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. | ***No class due to block schedule*** | ***I can describe*** *how the natural resources and geography of Central and South America attracted American and European economic interests and* ***explain*** *how this economic imperialism impacted these regions and compare it to its effects in other parts of the world.* |

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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. | Gamified review of previous objective | ***No class due to block schedule*** | Gamified review of previous objective | ***No class due to block schedule*** | Gamified review of previous objective |
| **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 | ***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** |
| **Beginning of Lesson**  **I Do** | **Lecture:  The Meiji Restoration** | ***No class due to block schedule*** | **Lecture:**   **British Imperialism in India** | ***No class due to block schedule*** | **Lecture:  Imperialism in Latin America** |
| **Middle of the lesson**  We Do | Completing interactive activities embedded in Nearpod. | ***No class due to block schedule*** | Completing interactive activities embedded in Nearpod. | ***No class due to block schedule***  . | Completing interactive activities embedded in Nearpod. |
| **End of the lesson**  You Do | **Independent:** Quiz activities in Nearpod and SAQ in Class Companion. | ***No class due to block schedule*** | **Independent:** Quiz activities in Nearpod and SAQ in Class Companion. | ***No class due to block schedule*** | **Independent:** Quiz activities in Nearpod and SAQ in Class Companion. |
| **(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. | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two quiz worthy questions with answers.**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?** | ***No class due to block schedule*** | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two quiz worthy questions with answers.**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?** | ***No class due to block schedule*** | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two quiz worthy questions with answers.**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** |
| **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**  **Weekly assessment**  **Exit Ticket- 3-2-1 Glow/Grow Protocol** |
| **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** |