

Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26

Teacher: Bianca Woodard, Nick Mantlow

Subject: Social Studies

Course: AP World Modern

Grade: 10

Dates: 8/25-8/29

Standard: Connecting Themes-Map/Globe skills, Literacy, and Comprehension

Assessment:

☐ Group Discussion









☐ 3-2-1

☐ Journaling*

☐ Exit Ticket

☐ Parking Lot

☐ Nearpod

Pre-Teaching		Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 minutes)
 Learning Target  Success Criteria 1  Success Criteria 2		• Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	• Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	• Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	• Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	• Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	• Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday		4 Corners Exercise Strongly Agree, Agree, Disagree, Strongly Disagree	Teacher will review information on the Incas	Teacher will explain the Students will on the Primary Source	Students will complete the Primary Source analysis for claims/evidence	SAQ on the Incas	Exit Ticket - Whip around pass- one thing you learned today
		Claim: Civilizations in the Americas developed differently that civilization in Afro-Eurasia Be ready with evidence to support your stance					
							
Tuesday	 I will learn that in the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.	Clip on the Aztecs on History.com https://www.youtube.com/watch?v=gBjqU2fh3el 19:04-23:00		Teacher will describe and explain the gallery walk on the Aztec chinampas	Students will visit each station for 5-7 minutes and complete the activity		3-2-1 Three things you learned 2 things you found interesting 1 thing you want to know more about
	 I can explain how and why states in the Americas developed and changed over time.						

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Wednesday	 I will learn about continuity in state building in African Civilization	Activator What does continuity mean in history? Why is it useful?	Teacher will reinforce the continuity in the Transharan Trade Route	Africa State Building Speed Dating Activity - Take turns Reading and listening to the info from the student in front of you. Write down your information on the Student data sheet			Quick whip-around: each student shares one continuity that surprised them.
	 I can explain how Ancient African civilizations showed continuity						
							
Thursday	 I will learn about the Western State development	Line up Warm Up Students will line up to answer 3 prompts Call on 2-3 students to provide evidence of their position	Teacher will review with notes: : Religious influence Political decentralization Agriculture and Society	Brain Storm carousel - Students will answer on Chart paper from around the room: <i>Religion</i> : How did the Catholic Church shape education, culture, or daily life? <i>Politics</i> : Why was Europe politically fragmented? Who benefited/struggled ? <i>Agriculture</i> : How did farming practices structure society? Who gained power? Who labored?	“Stand & Share Claim-Evidence” Students form new groups of 3–4. Each group picks one of the three focus questions (religion, politics, agriculture). They must create a historically defensible claim (practice AP skill!) with at least two pieces of supporting evidence from notes/discussion. Groups write their claim on a half-sheet or whiteboard. Representatives stand and share		Four Corners – Which Was Most Influential?” Corners labeled: Religion / Politics / Agriculture / All Equally . Students go to the corner they agree with. Quick share from each corner to synthesize thinking.
	 I can explain How the beliefs and practices of predominant religions in Europe affected European society. The causes and consequences of political decentralization in Europe. The effects of agriculture on social organization in Europe.						
							

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					their group's claim with the class.		
Friday			AP Unit 1 Exam on AP Classroom				
	