

Pickens High School Lesson Planning Template

Grade Level: 10					Teacher/Room: Young / M125					Course(s)/ Period(s): World History / 2,4					Week of: 9-15				
Unit Vocabulary: Wergild, Pope, Monk, Monasticism, Missionary, Feudalism, Vassal, Knight, Fief, Tournament, Chivalry, Common Law, Magna Carta, Schisms, Crusades																			
Instructional Strategies Used: Class discussion, lecture, mixed ability group work, Class Presentation																			
Day 1				Day 2				Day 3				Day 4				Day 5			
Common Core Standard(s): SSWH4,7, L9-10RH-1, L9-10RH-3				Common Core Standard(s): SSWH4,7, L9-10RH-1, L9-10RH-3				Common Core Standard(s): SSWH4,7, L9-10RH-1, L9-10RH-3				Common Core Standard(s): SSWH4,7, L9-10RH-1, L9-10RH-3				Common Core Standard(s): SSWH4,7 L9-10RH-1, L9-10RH-3			
Essential Question: What role did the Germanic tribes play in the restructuring of Western Europe?				Essential Question: Why did the people of Western Europe turn to feudalism and how did it work?				Essential Question: How did monarchs begin to make a come back during the Middle Ages?				Essential Question: What were the Crusades and did they work?				Essential Question:			
Mini Lesson: <ul style="list-style-type: none"> Question and answer over Essential Question, Group Leaders report project status Activating Strategies: <ul style="list-style-type: none"> USATestPrep question of the day. Lesson: <ul style="list-style-type: none"> Chapt. 9 Sec. 1 Guided Reading Questions. After completion use questions to discuss material. Have groups work in computer lab on projects. Resource/Materials: <ul style="list-style-type: none"> Text, Worksheet, Student Devices, Overhead, Computer lab 				Mini Lesson: <ul style="list-style-type: none"> Question and answer over Essential Question, Group Leaders report project status Activating Strategies: <ul style="list-style-type: none"> USATestPrep question of the day. Lesson: <ul style="list-style-type: none"> Chapt. 9 Sec. 2 Discussion and review of Guided Reading Questions. Have groups work in computer lab on projects. Resource/Materials: <ul style="list-style-type: none"> Text, Worksheet, Student Devices, Overhead, Computer lab 				Mini Lesson: <ul style="list-style-type: none"> Question and answer over Essential Question, Group Leaders report project status Activating Strategies: <ul style="list-style-type: none"> USATestPrep question of the day. Lesson: <ul style="list-style-type: none"> Chapt. 9 Sec. 3 Discussion and review of Guided Reading Questions. Have groups work in computer lab on projects. Resource/Materials: <ul style="list-style-type: none"> Text, Worksheet, Student Devices, Overhead, Computer lab. 				Mini Lesson: <ul style="list-style-type: none"> Question and answer over Essential Question, Group Leaders report project status Activating Strategies: <ul style="list-style-type: none"> USATestPrep question of the day. Lesson: <ul style="list-style-type: none"> Chapt. 9 Sec. 4 Discussion and review of Guided Reading Questions. Have groups work in computer lab on projects. Review for test tomorrow. Resource/Materials: <ul style="list-style-type: none"> Text, Worksheet, Student Devices, Overhead, Computer lab. 				Mini Lesson: <ul style="list-style-type: none"> Student directed review for test Activating Strategies: <ul style="list-style-type: none"> Teacher directed test review Lesson: <ul style="list-style-type: none"> Chapt. 7,9 Test Resource/Materials: <ul style="list-style-type: none"> Chapter 7,9 Test 			
Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Process, Product <i>Grouping Strategy (if any):</i> <ul style="list-style-type: none"> Mixed Ability <i>Assessment Strategy:</i> <ul style="list-style-type: none"> Consultation with co-teacher 				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Process, Product <i>Grouping Strategy (if any):</i> <ul style="list-style-type: none"> Mixed Ability <i>Assessment Strategy:</i> <ul style="list-style-type: none"> Consultation with co-teacher 				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Process, Product <i>Grouping Strategy (if any):</i> <ul style="list-style-type: none"> Mixed Ability <i>Assessment Strategy:</i> <ul style="list-style-type: none"> Consultation with co-teacher 				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> <i>Grouping Strategy (if any):</i> <ul style="list-style-type: none"> <i>Assessment Strategy:</i> <ul style="list-style-type: none"> Consultation with co-teacher 				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> <i>Grouping Strategy (if any):</i> <ul style="list-style-type: none"> <i>Assessment Strategy:</i> <ul style="list-style-type: none"> 			
<i>(What form of assessment did you use to determine your differentiation strategy?)</i>																			
Assessment : <i>Formative:</i> Class discussion and Guided Reading Questions <i>Summative:</i>				Assessment : <i>Formative:</i> Guided Reading Questions, class discussion <i>Summative:</i>				Assessment : <i>Formative:</i> Guided Reading Question, class discussion <i>Summative:</i>				Assessment : <i>Formative:</i> Guided Reading Questions, class discussion <i>Summative:</i>				Assessment : <i>Formative:</i> <i>Summative:</i> Chapt. 7,9 Test			
Homework: Review Chapt. 9 Sec. 1 Guided Reading Questions				Homework: Review Chapt. 9 Sec. 2 Guided Reading Questions				Homework: Review Chapt. 9 Sec. 3 Guided Reading Questions				Homework: Study for tomorrow's test				Homework:			

Resources and Reflective Notes: