

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

Teacher: Bianca Woodard

Subject: Social Studies

Course : AP AfAm Studies

Grade: 9-11

Dates: 8/5-8/8

Standard:

Assessment:

☐ Group Discussion











☐ Exit Ticket

☐ 3-2-1

☐ Parking Lot

☐ Journaling*

☐ 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							
							
							
Tuesday	 I will learn about the rituals and expectations in Ms. Woodard's class	Students will create their Name triangle and begin working on the information sheet	Teacher will present classroom rules and procedures and elaborate (5 min)	Students will introduce themselves to teacher (10 Min)	Scenario Carousel – “What Would a Scholar Do?” 6 scenarios posted and students will have to complete silent graffiti and we will discuss briefly (20 min)		*Students will complete an exit ticket on a post it note: “What’s one rule or routine from today that you see helping you succeed? What’s one you need to work on?” 5 min
	 I can handle issues like a scholar in Miss Woodard's class						
	 I can describe the behaviors and rituals that are acceptable in Miss Woodard's class						
Wednesday	 I will learn the basics of taking cornell notes	Quick Write Question as activator : How do you take notes in class?	The teacher will introduce the skill of taking Cornell notes	The teacher will model the skill and students will follow along by		Students will read and take Cornell notes on pages 112-114, create	*Students will write a summary of the notes that

B. Woodard

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	 I can create questions from the Learning Objectives to assist my study	What methods do you use?	with a short video of the technique	taking their own Cornell notes on pages 108-110 of Freedom on my mind.		questions from their headings	they took - 2-3 complete sentences of the content
	 I can recreate the Cornell format of note taking (questions, notes, and summary)						
Thursday	 I will learn to identify and explain a source's claim, evidence and reasoning I will learn the features that characterize African American Studies	Students will analyze a primary source using Skills from 2A (Source Analysis)	Teacher will provide a short interactive lesson on "What is African American Studies" and students will take Cornell Notes	Teacher will lead the students through the analysis of a primary source 1	*Students will work together in small groups to analyze an additional primary source using the graphic organizer provided		Quick write on the emergence of African American Studies: (minimum 2-3 sentences)
	 I can identify and explain a source's claim, evidence and reasoning						
	 I can describe the features of African American Studies						
Friday	 I will learn how African American Studies enriches the study of early Africa and its relationship to communities of the African diaspora. I will learn how Harlem Renaissance poets express their relationship to Africa in their poetry	What do you know about AFRICA (the continent)? Share 1-2 things that you know with an elbow partner Voluntary share out with class	. The teacher will provide a short interactive lesson on Harlem Renaissance poetry and the relationship with Africa and the diaspora.	The Students will close read a poem by Gwendolyn Bennett and mark the text. We will discuss the elements of Africa in the poem		*Students will be assigned a Fibonacci poem project	Write a thesis statement about Harlem Renaissance Poets and Africa .
	 I can write my own poem the expresses a relationship with Africa						

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	 I can explain how studying African American history helps me better understand early African civilizations and how those roots connect to African-descended communities around the world.						
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