

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

Teacher: Bianca Woodard **Subject:** Social Studies

Course: US History

Grade: 11th

Dates: 9/22-9/26

Standard: SSUSH3

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		Amnesty - Make up work day for students who need it Students that are caught up will complete a review on Quizizz					
							
							
Tuesday		Unit 3 Summative Assessment Early finishers will survey the textbook and the GA Peaches exercise					
							
							
Wednesday	 I will learn how America's first leaders built traditions that shaped the presidency.	Quick-write: "If you were the first president, what rules or traditions would you set?" Share a few aloud.	Mini-lecture with visuals on Washington's precedents (two terms, cabinet, neutrality, Whiskey	Create a cause-and-effect graphic organizer together on the Whiskey Rebellion (Cause → Event →		Students draw a "Washington Precedent Poster" (symbolic drawing/cartoon that represents one	Exit Ticket – Write one way Washington shaped the role of the presidency.








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	 I can explain how Washington set important precedents for the presidency.		Rebellion).	Washington's Response → Impact on federal power).		tradition or decision he made).	
							
Thursday	 I will learn why political parties developed and how they represented different beliefs.	“Would you rather?” game with prompts (e.g., strong central gov. OR states' rights?; pro-France OR pro-Britain?). Students move to corners.	Direct teach on the rise of political parties, Adams' presidency, Alien & Sedition Acts.	Fill in a Political Party Comparison Chart (Federalists vs. Democratic-Republicans: Leaders, Beliefs, Support Base).		Students create a political party symbol or campaign slogan for either side, with a short written justification.	“Which party would you have joined in 1800 and why?”
	 I can describe major events of Adams' presidency, including the Alien & Sedition Acts.						
	 I can compare the ideas of the first political parties (Federalists and Democratic-Republicans).						
Friday	 I will learn how early presidents faced challenges at home and abroad. I will learn how decisions made by Washington, Adams, Jefferson, Madison, and Monroe affected the growth of the nation.	Project image of the Louisiana Territory map. Ask: “What would you do with this much land?”	Explain Jefferson's dilemmas (strict vs. loose construction, Marbury v. Madison's judicial review, Louisiana Purchase).	As a class, create a mind map connecting Jefferson's actions to their impacts on government power.		Students design a “Lewis & Clark Travel Brochure” highlighting what explorers might find in the Louisiana Territory.	Quick-write: “Did Jefferson expand or limit presidential power? Why?”
	 I can analyze how Jefferson's decisions (Louisiana Purchase, Marbury v. Madison) expanded						

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	presidential power.						
							