

1-Day 10

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 8th & 9th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to identify and describe the causes of the Great Depression.			
How does this lesson prepare students for the end of unit assessment? Students will learn the man made causes of the Great Depression.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
20 minutes	Timeline	The teacher will provide instructions and model how to do the activity for students.	Students will listen to instructions and then create their own timeline.
20 minutes	Map	The teacher will provide instructions and model how to do the activity for students.	Students will listen to instructions and then complete their own map.
15 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

2-Day 11

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 10th & 11th		Class: American History Since 1929	
Lesson Objective/ Purpose: 9/11 DBQ			
How does this lesson prepare students for the end of unit assessment? Students will get hands on practice Analyzing and Bucketing various historical documents using the DBQ process			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
30 minutes	DBQ-9/11	The teacher will explain bucketing and how to organize a DBQ	With a group, read the documents and organize them into “buckets” for the DBQ.
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15 minutes	6.1 CFA	Monitor students, provide assistance, collect work	Independently take the formative assessment.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

3-Day 12

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 14th & 15th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to describe the environmental causes of the Great Depression.			
How does this lesson prepare students for the end of unit assessment? Students will learn the environmental causes of the Great Depression			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
15 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15 minutes	6.2 CFA	Monitor students,	Independently take the

		provide assistance, collect work	formative assessment.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

4-Day 13

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 16th & 17th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to describe the rights of citizenship as outlined in the U.S. Constitution.			
How does this lesson prepare students for the end of unit assessment? It gives students practice in analyzing historical documents.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
20 minutes	Instruction	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
15 minutes	Document Analysis	Teachers will read part of the Constitution with students. They will work together to analyze the meaning.	Students will read, critically think about, and work with neighbors to analyze the document.
40 minutes	Review Game	Teachers will monitor students and provide assistance when needed.	Students will independently play the review game on the iCivics website.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

5-Day 14

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 18th & 21st		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to analyze the expanded role of the federal government in response to the Great Depression.			
How does this lesson prepare students for the end of unit assessment? Students will learn how the Federal Government responds to the crisis facing the nation.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
15 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15 minutes	6.3 CFA	Monitor students, provide assistance,	Independently take the formative assessment.

		collect work	
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

6-Day 15

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 22nd & 23rd		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to analyze the effectiveness and impact of the New Deal on the United States			
How does this lesson prepare students for the end of unit assessment? Students will learn about specific policies implemented by the Government in order to help fix the Great Depression.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
15 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15 minutes	Guided Notes	Teachers will provide	Students will listen and

		instruction, monitor students, ask critical thinking questions.	complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

7-Day 16

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 24th & 28th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to analyze the effectiveness and impact of the New Deal on the United States			
How does this lesson prepare students for the end of unit assessment? Students will learn about specific policies implemented by the Government in order to help fix the Great Depression.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.

15 minutes	6.4 CFA	Monitor students, provide assistance, collect work	Independently take the formative assessment.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

8-Day 17

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: September 29th & 30th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to describe the successes and failures of the New Deal.			
How does this lesson prepare students for the end of unit assessment? Students will learn about the impact of the New Deal and gain experience creating their own argument			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, and ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
15-20 minutes	Guided Notes	Teachers will provide instruction, monitor students, and ask critical thinking questions.	Students will listen and complete the guided notes provided to them. They will follow along
10 minutes	Peer Progress Check	The teacher will monitor students and provide help to those that need	Students will work independently and with peers to answer the progress check questions.
20 minutes	6.5 CFA (Writing)	Monitor students, provide assistance, collect work	Independently take the formative assessment. Students will write for this assessment.

5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)
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9-Day 18

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: October 1st & 2nd		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to review for their upcoming summative assessment.			
How does this lesson prepare students for the end of unit assessment? This lesson will help students prepare to demonstrate their knowledge on the upcoming exam.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
30 minutes	Study Guide	The teacher will monitor and help students as they work to complete the study guide.	Students will independently complete the study guide using their notes, books, etc.
30 minutes	Review Game	The teacher will lead the review game for students and provide explanations/assistance .	Students will actively participate in a review game.
15 minutes	Study Time	The teacher will monitor students and help as they prepare for the exam.	Students will study for the exam.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

10-Day 19

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
- The specific actions the teacher will be taking during the component to ensure students are successful by the end of the lesson
- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: October 5th & 6th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to demonstrate their knowledge on an exam.			
How does this lesson prepare students for the end of unit assessment?			
Time	Lesson Component	Teacher Actions	Student Actions
5-10 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
10 minutes	Review	The teacher will review the content (upon request by the students) as needed.	Students will look at their study guides and ask any questions needed.
60 minutes	Exam	The teacher will monitor students and answer questions.	Students will work independently and refrain from distracting other students.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

11-Day 20

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
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- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: October 7th & 8th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to plan and prepare to write a DBQ.			
How does this lesson prepare students for the end of unit assessment? This lesson will help students prepare to independently write their first DBQ for this class.			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
40 minutes	DBQ Reading	The teacher will read along with students, assist with understanding, and monitor the classroom.	Students will read each document, notate their thoughts, and pay close attention to details
35 minutes	DBQ Planning	The teacher will help students bucket topics, plan their thesis statements, and organize their thoughts.	Students will bucket their topics, plan their thesis statements, and prepare to write a DBQ independently next class.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)

12-Day 21

Daily Lesson Planning

For each chunk, activity, or task in your lesson, identify the following:

- The amount of time in minutes the component will take place
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- The specific actions the students are expected to perform during the component to ensure they are successful by the end of the lesson

Date: October 9th & 12th		Class: American History Since 1929	
Lesson Objective/ Purpose: Students will be able to independently write a DBQ essay.			
How does this lesson prepare students for the end of unit assessment?			
Time	Lesson Component	Teacher Actions	Student Actions
5 minutes	Bellringer	Take roll, monitor students to determine how much frontloading needed on the concept of the day.	Working independently on a task - ideally one related to the learning of the day
70 minutes	DBQ Writing	The Teacher will monitor and assist students as they write their DBQ.	Students will work independently to write their DBQ.
10 minutes	7.1 Vocabulary	The teacher will monitor students and help with any issues.	Students will independently complete the vocabulary using their textbook glossary.
5-8 minutes	Exit Ticket	Monitor student answers to make decisions about student learning and next steps	Answer the question(s)