**APS 2**

**Short-Range Planning of Instruction**

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

* ADEPT standard 2 refers to planning in the short-run, as in a day in advance or so. In this case, a teacher may have had to change a lesson for one reason or another. Making changes to lesson plans are acceptable and do not usually interfere with planning. Sometimes changing a lesson plan can be sudden and unexpected, but it is a teacher’s job to work around certain circumstances! Also, short range planning refers to a number of lessons a teacher must spend teaching on one particular topic or chapter.

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| **Lesson Plan 3/26** |
| Lesson Title: Chinese and Japanese Modernization and Imperialism |
| Unit: Chapter 28 |
| Target Audience : Honors/Sophomores |
| Length of lesson: 3/26/12, 90 Minutes |
| Content Standards: GS-4.2: Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.  GS-4.5:Compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the response of the Ottoman Empire to European commercial power, the motives and results of Russian expansion, the importance of British power in India, the collapse of Chinese government and society, the reasons for and the effects of Japan’s transformation and expansion, and the resistance to imperialism. |
| Goal or Purpose:  Students gain the knowledge of world history especially that of Chinese and Japanese imperialism. |
| Instructional Objective(s):  -Students will explain China’s resistance to foreigners  -Students will trace the growth of nationalism in China  -Students will explain why Japan ended its isolation  -Students will trace the growth of Japanese imperialism |
| Materials and Resources: Text: World History- Patterns of Interaction, Primary document: *Letter to Queen Victoria, 1839,* pictures and political cartoons of Japanese modernization and Chinese resistance. Question packets from Primary source. |
| Procedures and Activities:  A. Introduction/Anticipatory activity: how do you introduce the lesson? Introduce ourselves, have students make name tags. Warm-up discussion on the white board asking the students what they know about Chinese and Japanese isolation and imperialism. Students will then participate on the white board with answers.  B. Content & Activities: includes content, teaching strategies, activities & assignments. Break class into 4 groups of 5, give each group a packet. Each packet will include questions pertaining to the primary source: *Letter to Queen Victoria, 1839,* which they will read as a group and answer a question. We will go over the questions as a class. The packet will also include pictures of Japanese and Chinese imperialism for the students to critique and comment on. Teachers will then lecture shortly on Chinese isolation and introduce Japanese imperialism. The students will then read a section in the textbook about Japanese imperialism, write down important points and share with the class. (Constructivist approach)  C. Closure & culminating activity. Will end class with a social barometer. After comparing Chinese and Japanese imperialism, students will then pick a side in which they either agree with (Japanese-Modernization or Chinese-Traditionalism). The class will then debate for their side. |
| Assessment/ Evaluation: The group discussions and questions will serve as assessment to see how well the students perceived the material. We would like to hand out an evaluation sheet of how the students learned from the lesson, what they liked and disliked about the lesson and what was significant to their learning. |
| Follow-up Activities: ( This can be homework or reinforcement; revision; extension )  Up to the discretion of the teacher. |

Rationale

* I chose a lesson plan to represent the short- range planning because it is a plan for one day. This lesson plan is from the lesson I taught with my classmates at Dreher High School in Ms. Lumpkin’s class. Planning a lesson is not extremely time consuming and because it is one day at time planning, it constitutes as small-range planning. This also is related to instructional planning because it is a set of instructions step by step for the students and teacher to follow.