

WEEKLY LESSON PLAN BHS

TEACHER/COURSE: Coach Doc/World History Honors

WEEK OF: 11/10/25-11/14/25

	OBJECTIVES/TEKS	LESSON ACTIVITIES (brief summary of how lesson will be delivered)	HOW WILL YOU KNOW IF THEY LEARNED THE MATERIAL
MON	TEKS: <u>WH.1C</u>, <u>WH.4A</u>, <u>WH.4B</u>, <u>WH.4C</u>, <u>WH.4G</u>, <u>WH.15A</u>, <u>WH.19B</u>, <u>WH.22B</u>, <u>WH.22C</u>, <u>WH.25A</u>, <u>WH.26A</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the rebuilding of political, economic, and social systems in Europe, Southwest Asia, and China that characterized the Post-Classical Era.	Economic and technological innovations that facilitated imperial growth in Post-classical China	Create a journal with five one paragraph entries. (A paragraph is 7-12 sentences, typed out...) Each entry should detail the observations of someone traveling through Song China in the tenth century. The entries should provide information about the political, economic, social, and technological advances made in China during the Post-Classical period. Sign and date each journal entry and write it as if you are a European of the time traveling through China for the first time.
TUES	TEKS: <u>WH.1C</u>, <u>WH.4A</u>, <u>WH.4B</u>, <u>WH.4C</u>, <u>WH.4G</u>, <u>WH.15A</u>, <u>WH.19B</u>, <u>WH.22B</u>, <u>WH.22C</u>, <u>WH.25A</u>, <u>WH.26A</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the rebuilding of political, economic, and social systems in Europe, Southwest Asia, and China that characterized the Post-Classical Era.	Economic and technological innovations that facilitated imperial growth in Post-classical China	Create a journal with five one paragraph entries. (A paragraph is 7-12 sentences, typed out...) Each entry should detail the observations of someone traveling through Song China in the tenth century. The entries should provide information about the political, economic, social, and technological advances made in China during the Post-Classical period. Sign and date each journal entry and write it as if you are a European of the time traveling through China for the first time.
WED	TEKS: <u>WH.1C</u>, <u>WH.4A</u>, <u>WH.4B</u>, <u>WH.4C</u>, <u>WH.4G</u>, <u>WH.15A</u>, <u>WH.19B</u>, <u>WH.22B</u>, <u>WH.22C</u>, <u>WH.25A</u>, <u>WH.26A</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u>	The revival of Confucian teachings effect on Chinese society in the Post-classical Era	Create a journal with five one paragraph entries. (A paragraph is 7-12 sentences, typed out...) Each entry should detail the observations of someone traveling through Song

	OBJECTIVE: Students will analyze the rebuilding of political, economic, and social systems in Europe, Southwest Asia, and China that characterized the Post-Classical Era.		China in the tenth century. The entries should provide information about the political, economic, social, and technological advances made in China during the Post-Classical period. Sign and date each journal entry and write it as if you are a European of the time traveling through China for the first time.
THUR	TEKS: <u>WH.1C</u>, <u>WH.4A</u>, <u>WH.4B</u>, <u>WH.4C</u>, <u>WH.4G</u>, <u>WH.15A</u>, <u>WH.19B</u>, <u>WH.22B</u>, <u>WH.22C</u>, <u>WH.25A</u>, <u>WH.26A</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the rebuilding of political, economic, and social systems in Europe, Southwest Asia, and China that characterized the Post-Classical Era.	Unit 4 Test	TEKS and TEA based assessment
FRI	TEKS: <u>WH.1C</u>, <u>WH.4C</u>, <u>WH.4D</u>, <u>WH.4E</u>, <u>WH.4F</u>, <u>WH.4H</u>, <u>WH.4I</u>, <u>WH.4J</u>, <u>WH.15A</u>, <u>WH.15B</u>, <u>WH.22C</u>, <u>WH.28D</u>, <u>WH.28E</u>, <u>WH.28F</u>, <u>WH.29A</u>, <u>WH.30A</u>, <u>WH.30B</u>, <u>WH.30C</u>, <u>WH.30D</u> OBJECTIVE: Students will analyze the interactions and major events of the Post-Classical Era between the Christian, Jewish, Muslim, Hindu, and Mongol populations.	Changes resulting from the diffusion of ideas and goods along major trade routes (Silk Road)	Overarching understandings and questions from Unit 5/key terms.

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