

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** US History

**Class Period:** 4-5-6

**Unit Topic:** (5-6) Antebellum & Civil War

**Core Standards Covered:** B.2.a-f; B.3.a-e

**Vocabulary:** Plantation System; Factory System; Jacksonian Democracy; Universal Suffrage; Social Reform; Second Great Awakening; Abolitionist Movement; Women's Rights Movement; John C Calhoun; States' Rights; Dred Scott Decision; John Brown; Frederick Douglas; Underground Railroad; Republican Party; Election of 1860; Confederate States of America; Fort Sumter; Abraham Lincoln; Ulysses S Grant; Jefferson Davis; William T Sherman; Robert E Lee; Anaconda Plan; Antietam; Gettysburg; March to the Sea; Habeas Corpus; Draft; Copperheads; Emancipation Proclamation; Appomattox Courthouse; Andrew Johnson; Radical Republicans; Radical Reconstruction; 13<sup>th</sup> Amendment; 14<sup>th</sup> Amendment; 15<sup>th</sup> Amendment; Sharecropping; Tenant Farming; Freedmen's Bureau; Black Codes; Compromise of 1877; Solid South; Jim Crow Laws; Literacy Tests; Poll Taxes; Grandfather Clause; Segregation; Plessy v Ferguson

<b>Week of:</b>	10/10/2016
<b>Monday</b>	<p>Bell Ringer: Review EOC Vocabulary on Board EOC Prep: Learning Target: Analyze the sectional differences that were developing before the Civil War. Teaching Strategy Used: Test rewrites given out; (4.3) Analysis of the west, north/ south, and political differences. Assessment: Reading of supplements and questions.</p>
<b>Tuesday</b>	<p>Bell Ringer: Review EOC Vocabulary on Board EOC Prep: Learning Target: Examine the various reform movements that were developing before the Civil War. Teaching Strategy Used: (4.4) Analysis of suffrage reform, social reform, women's rights, and abolitionist movements. Assessment: Reading of supplements and questions.</p>
<b>Wednesday</b>	<p>Bell Ringer: Review EOC Vocabulary on Board EOC Prep: Learning Target: Analyze the states' rights movement and decisions regarding slavery before the Civil War. Teaching Strategy Used: Test rewrites due; (5.1-A) Analysis of states' rights, Dred Scott, and Kansas-Nebraska Act; Video on Underground Railroad Assessment: Reading of supplements and questions.</p>
<b>Thursday</b>	<p>Bell Ringer: Review EOC Vocabulary on Board EOC Prep: Learning Target: Describe the initial decisions to secede; Analyze the technological impacts of the Civil War. Teaching Strategy Used: (5.1-B) Describe the method of secession of the Southern states; Video on technological innovations and impacts Assessment: Reading of supplement and questions.</p>
<b>Friday</b>	<p>Bell Ringer: Review EOC Vocabulary on Board EOC Prep: Learning Target: Analyze the social and strategic aspects of the war; Identify and describe the major turning points of the war. Teaching Strategy Used: (5.1-B) Social and strategic aspects; (5.1-C) Major battles and turning points of the war; Video on Clara Barton &amp; Red Cross Assessment: Reading of supplement and questions.</p>

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** Global Studies

**Class Period:** 1-3-7

**Unit Topic:** (3) The Constitution

**Core Standards Covered:** SS-HS-1.1.1

**Vocabulary:** Constitutional Convention; Legislative Branch; Executive Branch; Judicial Branch; Great Compromise; Three-Fifths Compromise; Electoral College; Federalists; Federalism; Anti-Federalists; Preamble; Amendment; Bill of Rights; Income Tax; Popular Sovereignty; Rule of Law; Separation of Powers; Checks and Balances; Expressed Powers; Reserved Powers; Concurrent Powers

<b>Week of:</b>	10/10/2016
<b>Monday</b>	Bell Ringer: Channel One Learning Target: Describe how the Constitution is organized. Teaching Strategy Used: Vocabulary handed out due Wednesday; CH 3-3 Notes and read section Assessment: Notes on CH 3-3
<b>Tuesday</b>	Bell Ringer: Channel One Learning Target: Analyze the methods in which to change the Constitution. Teaching Strategy Used: CH 3-3 Notes and read section Assessment: Notes on CH 3-3
<b>Wednesday</b>	Bell Ringer: Channel One Learning Target: Explain what the three parts of the Constitution accomplish. Teaching Strategy Used: Vocabulary due; CH 3-3 Study Guide Assessment: Study Guide
<b>Thursday</b>	Bell Ringer: Channel One Learning Target: Identify the principles that make up the Constitution. Teaching Strategy Used: Quiz on CH 3-3; CH 3-4 Vocabulary Assessment: Quiz; Vocabulary
<b>Friday</b>	Bell Ringer: Channel One Learning Target: Examine how power is evenly distributed in the US government. Teaching Strategy Used: CH 3-4 notes and read section Assessment: Notes on CH 3-4