

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: French Revolution

Core Standards Covered: 5.3.3

Vocabulary: Old Order, King Louis XVI, Marie-Antoinette, First Estate, Second Estate, Third Estate, Bourgeoisie, Sans Culottes, Estates-General, Cahiers, National Assembly, Tennis Court Oath, Bastille, Great Fear, Declaration of the Rights of Man and of the Citizen, Olympe de Gouges, Bread Mob, Legislative Assembly, Tuileries Palace, National Convention, Radical

Week of:	01-05-2015
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the reasons behind the French Revolution. Engagement Technique: Completion of CH 6-1 Vocabulary Teaching Strategy Used: Completion of CH 6-1 Vocabulary Assessment: Students will turn in completed vocabulary on Tuesday. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Tuesday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the reasons behind the French Revolution. Engagement Technique: Go over completed vocabulary from FR. Teaching Strategy Used: Discussion of vocabulary. CH 6-1 reading sheets. Assessment: Reading sheets will be turned in. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Wednesday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the reasons behind the French Revolution; Explain the initial events of the period of the French Revolution. Engagement Technique: Notes and active reading sheets Teaching Strategy Used: Students will be given sheets to take notes on and then complete using their text. Assessment: Notes and answers will be taken up. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Thursday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the reasons behind the French Revolution; Explain the initial events of the period of the French Revolution. Engagement Technique: Notes and active reading sheets Teaching Strategy Used: Students will be given sheets to take notes on and then complete using their text. Assessment: Notes and answers will be taken up. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Friday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain the radical and deadly nature of the new French government. Engagement Technique: CH 6-1 quiz Teaching Strategy Used: Students will take quiz and then complete vocabulary and reading sheets for CH 6-2. Assessment: Section 1 assessment; completion of CH 6-2 vocabulary and reading sheets. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: HONORS US HISTORY

Class Period: 2

Unit Topic: Gilded Age

Core Standards Covered: ACT EOC C.1.D; C.1.E; C.1.F; C.2.A

Vocabulary: coalition, corner, censure, amnesty, civil service, appointees, unsecured loans, contraction, deflation, fraternal organization, consensus, kickback, lien, assassination, laissez-faire, pork barrel

Week of:	
Monday	Bell Ringer: Vocabulary Learning Target: Students will complete vocabulary as assigned for current unit in US History. Engagement Technique: Computer Lab Teaching Strategy Used: Students will utilize online/internet and text resources to complete unit vocabulary for the week. Assessment: Vocabulary will be turned in on next meeting date. Differentiation:
Tuesday	Bell Ringer: Vocabulary Learning Target: Describe the political corruption of the Grant administration; Describe the growing conflict between 'hard money' and 'soft money' advocates. Engagement Technique: Teaching Strategy Used: Gilded Age notes part 1 Assessment: Instructional questions. Differentiation:
Wednesday	Bell Ringer: Vocabulary Learning Target: Explain the intense political activity of the Gilded Age; Indicate how the Compromise of 1877 ended Reconstruction Engagement Technique: Teaching Strategy Used: Gilded Age notes part 2 Assessment: Instructional questions. Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Describe how the end of Reconstruction led to the loss of black rights and the imposition of the Jim Crow system in the South; Explain the growth of class and ethnic conflict during the 1870s and after Engagement Technique: Teaching Strategy Used: Gilded Age notes part 3 Assessment: Instructional questions. Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Explain and evaluate the causes and effects of Gilded Age politics. Engagement Technique: Teaching Strategy Used: Gilded Age assessment Assessment: Gilded Age assessment Differentiation:

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: American West/Native Americans/Industry

Core Standards Covered: ACT EOC C.1.G; C.1.H; C.1.A; C.1.B

Vocabulary: transcontinental railroad, technological advances, cattle ranching, mining industry, women in the West, Chinese/Irish immigration, African Americans in the West, Buffalo Soldiers, Reservations, Wounded Knee, Dawes Act, Mass production, Henry Ford, Robber Barons, Vanderbilt, Rockefeller, Standard Oil, Trust, Monopolies, Carnegie, JP Morgan, Interlocking directorates, protective tariffs, Social Darwinism, Gilded Age

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s. Engagement Technique: Introduce CH 6-1 Teaching Strategy Used: Students will complete CH 6-1 vocabulary Assessment: Completion of vocabulary Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Tuesday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s. Engagement Technique: Students will work on CH 6-1 active reading. Teaching Strategy Used: Work on CH 6-1 active reading sheets. Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Wednesday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s. Engagement Technique: Students will work on CH 6-1 active reading and complete. Teaching Strategy Used: Completion of CH 6-1 active reading. Assessment: Turn in sheets Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Thursday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s. Engagement Technique: Classroom discussion on mining and ranching. Teaching Strategy Used: Go over active reading sheets on the American West. Assessment: Students will discuss the section Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Friday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Evaluate the impact of new inventions and technologies of the late 1800s; Identify and evaluate the influences on business and industry in the late 1800s and early 1900s. Engagement Technique: Introduce CH 6-2 Teaching Strategy Used: Students will complete CH 6-2 vocabulary Assessment: Completion of vocabulary Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: GOVERNMENT

Class Period: 7,8

Unit Topic: Judicial Branch

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: crime, criminal law, civil law, common law, precedent, constitutional law, appeal, jurisdiction, district courts, original jurisdiction, courts of appeals, appellate jurisdiction, justices, judicial review, remand, opinion, concurring opinion, dissenting opinion

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe ways in which the United States is a nation of laws; Identify and describe four sources of laws in the US; Describe the roles that courts play in the US. Engagement Technique: Hammurabi's Code Teaching Strategy Used: CH 7-1 vocabulary and active reading. Assessment: On going/visual Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Tuesday	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe ways in which the United States is a nation of laws; Identify and describe four sources of laws in the US; Describe the roles that courts play in the US. Engagement Technique: Serving on a Jury Teaching Strategy Used: Completion of CH 7-1 vocabulary and active reading Assessment: Completion of assignment Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Wednesday	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Students will use technology to complete a computer based assignment on US History and US Government. Engagement Technique: Audio/Video Teaching Strategy Used: Students will use the computer lab to do the assignments Assessment: Students will turn in completed companion assignment. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Thursday	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe the purpose of district courts; Compare the US courts of appeals to district courts; Describe the role of the US Supreme Court. Engagement Technique: Skill analysis on p. 187 Teaching Strategy Used: CH 7-2 vocabulary and active reading Assessment: On going/visual Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Friday	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One & Quiz Learning Target: Describe the purpose of district courts; Compare the US courts of appeals to district courts; Describe the role of the US Supreme Court. Engagement Technique: Make-up of Supreme Court p. 188 Teaching Strategy Used: Completion of CH 7-2 vocabulary and active reading. Assessment: Completion of assignment Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>