

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: French Revolution

Core Standards Covered: 5.3.3

Vocabulary: Robespierre, guillotine, counterrevolution, radical, reign of terror, tribunal, Directory, Napoleon Bonaparte, Horatio Nelson, coup d`etat, plebiscite, Continental system, nationalism

Week of:	01-12-2015
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the changes made by the radical government in French society and politics. Engagement Technique: Transforming French Society Teaching Strategy Used: Students will begin work on CH 6-2 reading notes sheets, due Wednesday Assessment: Reading sheets due Wednesday 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: Explain the causes and effects of the reign of terror. Engagement Technique: Students will continue work on reading sheets Teaching Strategy Used: Reading notes sheets due Wednesday; CH 6-2 reading worksheets due at end of period. Assessment: CH 6-2 reading worksheets due at end of period; 6-2 reading notes sheets due Wednesday 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 changes that were made by the radical government in French society and politics; Explain the causes and effects of the reign of terror. Engagement Technique: Go over CH 6-2 reading worksheets taken up Tuesday Teaching Strategy Used: Classroom discussion on CH 6-2 reading notes sheets that are due Assessment: Classroom formative discussion on CH 6-2 and reign of terror 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: Explain the causes and effects of the reign of terror. Engagement Technique: Students will take a quiz on CH 6-2 Teaching Strategy Used: CH 6-2 section quiz; CH 6-3 vocabulary begin Assessment: CH 6-2 section quiz 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: Describe Napoleon's rise to power. Engagement Technique: continue vocabulary Teaching Strategy Used: Students will complete the CH 6-3 vocabulary from textbook Assessment: Turn in 6-3 vocabulary at end of period. 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: Rise of Big Business

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

Vocabulary: pool, rebate, free enterprise, regulatory commission, trust, plutocracy, third world, socialist, radical, lockout, yellow dog contract, cooperative, anarchist, Stanford, James J Hill, Russell Conwell, Vanderbilt, Bell, Edison, Carnegie, Rockefeller, JP Morgan, Gompers, Haymarket Square

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: Explain how the transcontinental railroad network provided the basis for the great post-Civil War industrial transformation. Engagement Technique: Teaching Strategy Used: Big Business notes part 1 Assessment: Instructional questions. Differentiation:
Wednesday	Bell Ringer: Vocabulary Learning Target: Describe how the economy came to be dominated by giant 'trusts' such as those headed by Carnegie and Rockefeller in the steel and oil industries. Engagement Technique: Teaching Strategy Used: Big Business notes part 2 Assessment: Instructional questions. Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Explain why the South was generally excluded from industrial development and fell into a 'third world' economic dependency. Engagement Technique: Teaching Strategy Used: Big Business notes part 3 Assessment: Instructional questions. Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Analyze the economic and social changes brought by industrialization. Engagement Technique: Teaching Strategy Used: Big Business assessment Assessment: Big Business CH 24 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.A, C.1.B, C.1.C, C.1.D, C.1.E

Vocabulary: 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: 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 and go over vocabulary Teaching Strategy Used: Students will work on completion of CH 6-2 reading notes ‘mass production’. Assessment: Student completion and discussion of ‘mass production’ 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: 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: Students will complete remainder of CH 6-2 sheets Teaching Strategy Used: Completion and discussion of CH 6-2 sheets on big business magnates Assessment: Formative on CH 6-2 sheets, quiz Wednesday 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: 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: Quiz on CH 6-2 Teaching Strategy Used: Quiz on CH 6-2; Students work on vocabulary for CH 6-3 and 6-5 Assessment: Quiz; turn in vocabulary next meeting date 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: Explain the challenges and contributions of immigrants of the late 1800s; Explain the causes and impacts of urbanization in the late 1800s. Engagement Technique: Go over CH 6-3 and 6-5 vocabulary Teaching Strategy Used: Group work on CH 6-3 and 6-5 Assessment: Formative, continued the next day 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: Identify labor and workforce issues of the late 1800s, including perspectives of owners/managers and Social Darwinists. Engagement Technique: Group work Teaching Strategy Used: Group work on note sheets for urbanization, immigration, and workers Assessment: Groups will turn in work at end of period. 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 the purpose of district courts; Compare the US courts of appeals to district courts; Describe the role of the US Supreme Court. Engagement Technique: Go over CH 7-2 homework Teaching Strategy Used: Completion of CH 7-2 and go over Assessment: Turn in 7-2 work 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 the power of judicial review; Explain constitutional checks and balances on the Supreme Court's powers. Engagement Technique: Changing court's opinions read out loud p.190 Teaching Strategy Used: Students will work to complete the CH 7-3 reading materials. Assessment: Materials are due on Thursday 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 power of judicial review; Explain constitutional checks and balances on the Supreme Court's powers. Engagement Technique: Teaching Strategy Used: Complete CH 7-3 materials and go over Assessment: Review for CH 7 Test 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: Test Teaching Strategy Used: CH 7 Test Assessment: CH 7 Test Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: RTI

Class Period: 4

Unit Topic: Cold War

Core Standards Covered: ACT EOC E.1.F, E.1.G

Vocabulary: Cold War, USSR, Iron Curtain, Containment, George Kennan, Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact

Week of:	
<p>Monday <i>Honors US</i></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe how the tensions deepened between the Soviet Union and the US that occurred after World War II. Engagement Technique: Students will be introduced to new vocabulary on the initial Cold War. Teaching Strategy Used: 1-Students will review vocabulary; 2-Students will read aloud a reading/vocabulary assignment on the Cold War; 3-Students will participate in power point notes on the Cold War. Assessment: Vocabulary and notes Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p>Tuesday <i>US History</i></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Engagement Technique: Teaching Strategy Used: SAME AS MONDAY Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p>Wednesday</p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Engagement Technique: Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p>Thursday</p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Engagement Technique: Teaching Strategy Used: PLAN Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p>Friday</p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One & Quiz Learning Target: Writing Plan Engagement Technique: Writing Plan Teaching Strategy Used: Writing Plan Assessment: Writing Plan Formative Assessment Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>