

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: French Revolution

Core Standards Covered: 5.3.3

Vocabulary: Napoleon, Admiral Nelson, coup d`etat, plebiscite, Continental System, nationalism

Week of:	01-19-2015
Monday OUT	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: 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 Napoleon's rise to power. Engagement Technique: CH 6-3 reading sheets Teaching Strategy Used: Students will complete the CH 6-3 vocabulary from textbook Assessment: Reading sheets turned in; vocabulary due next day 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: Illustrate how Napoleon came to dominate Europe. Engagement Technique: Go over CH 6-3 vocabulary Teaching Strategy Used: Map exercise on Napoleonic Europe Assessment: Map due 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 Napoleon's rise to power. Engagement Technique: Read 'misconception alert' Teaching Strategy Used: Active reading assignment on the Rise of Napoleon. Assessment: Formative assessment on Rise of Napoleon. 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 Identify and explain Napoleon's policies. Engagement Technique: Read 'Info to Know' Teaching Strategy Used: Active reading assignment on Napoleon's Policies. Assessment: Formative assessment on Napoleon's Policies 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: Immigration and Urbanization

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

Vocabulary: Megalopolis, tenement, affluence, despotism, parochial, sweatshop, pauper, fundamentalist, agnostic, syndicated, tycoon, feminist, prohibition, Jane Addams, Dwight Moody, Mary Baker Eddy, Booker T. Washington, WEB Du Bois, William James, Henry George, Emily Dickinson, Mark Twain, Mary Cassatt

Week of:	
Monday OUT	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 new immigration and explain why it aroused opposition from many native-born Americans. Engagement Technique: Teaching Strategy Used: Urbanization notes part 3 Assessment: Instructional questions. Differentiation:
Wednesday	Bell Ringer: Vocabulary Learning Target: Discuss the efforts of social reformers and churches to aid the New Immigrants and alleviate urban problems. Engagement Technique: Teaching Strategy Used: Urbanization notes part 2 Assessment: Instructional questions. Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Analyze the changes in American religious life and in education. Engagement Technique: Teaching Strategy Used: Urbanization notes part 3 Assessment: Instructional questions. Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Analyze the economic and social changes brought by industrialization; Describe the new industrial city and its impact on American society. Engagement Technique: Teaching Strategy Used: Assessment: Big Business CH 24 and 25 assessment Differentiation:

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: Populism and Immigration

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

Vocabulary: overproduction, greenbacks, Grange, Populism, bimetallism, Ellis Island, ethnic ghettos, nativism, child labor, sweatshop, urban slums, tenements, political machine, vaudeville

Week of:	
Monday OUT	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Engagement Technique: Introduce Teaching Strategy Used: Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Tuesday	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and explain significant issues and components of the Populist movement and their impacts. Engagement Technique: Go over CH 6-3 and 6-5 vocabulary Teaching Strategy Used: Active Reading activity on CH 6-3 and Populism Assessment: Exit slip Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Wednesday	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and explain significant issues and components of the Populist movement and their impacts. Engagement Technique: Cross of Gold Speech (online audio)/Wizard of Oz Teaching Strategy Used: PPT; Read out loud the guided reading worksheets Assessment: Turn in active reading and guided reading Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Thursday	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: Urbanization and Immigration Teaching Strategy Used: Ellis Island; formative active reading assignment. Assessment: Exit slip Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Friday	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: Urbanization and Living/Working Conditions Teaching Strategy Used: Pictures of sweatshops and tenements; formative active reading assignment. Assessment: Reading assignment due Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned

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: Delegated Powers, Reserved Powers, Concurrent Powers, Full Faith and Credit, Extradition

Week of:	
Monday OUT	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Tuesday	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; 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: Teaching Strategy Used: Assessment on CH 7 Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Wednesday	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
Thursday	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe the powers of state governments; Explain how states work together and with the national government. Engagement Technique: Go over CH 7 Test Teaching Strategy Used: Students will begin the CH 8-1 section reading assignment. Assessment: Formative questions Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Friday	Bell Ringer: Combined with exit on the board using overhead projector; Channel One & Quiz Learning Target: Describe the powers of state governments; Explain how states work together and with the national government. Engagement Technique: Schools and Lottery Teaching Strategy Used: Complete and go over the CH 8-1 reading assignment. Assessment: Quiz on CH 8-1 Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: RTI

Class Period: 4

Unit Topic: Big Business

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

Vocabulary: capitalism, laissez-faire, horizontal integration, vertical integration, social Darwinism, gospel of wealth, trusts, monopoly, robber baron, captain of industry, Carnegie, Rockefeller, Vanderbilt, Morgan

Week of:	
<p>Monday <i>Honors US</i></p>	<p>Bell Ringer: Learning Target: Engagement Technique: OUT Teaching Strategy Used: 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: Identify and describe business practices and models of the late 1800s. Engagement Technique: Re-teach Teaching Strategy Used: Students will go over major terms and ideas from the late 1800s and the rise of big business. 1-Reading sheet, 2-vocabulary sheet Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p>Wednesday</p>	<p>Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS Assessment: Differentiation:</p>
<p>Thursday</p>	<p>Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: PLANNING Assessment: Differentiation:</p>
<p>Friday</p>	<p>Bell Ringer: Learning Target: Writing Plan Engagement Technique: Writing Plan Teaching Strategy Used: Writing Plan Assessment: Writing Plan Formative Assessment Differentiation:</p>