

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: French Revolution

Core Standards Covered: 5.3.3

Vocabulary: Czar Alexander I, Hundred Days, Duke of Wellington, Prince Klemens von Metternich, Charles de Talleyrand, indemnity, reactionary

Week of:	01-26-2015
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and explain Napoleon’s policies. Engagement Technique: Teaching Strategy Used: Napoleon Bonaparte Biography Channel video 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: Identify and explain Napoleon’s policies. Engagement Technique: Teaching Strategy Used: Napoleon Bonaparte Biography Channel video 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 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>
Thursday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and explain Napoleon’s policies. Engagement Technique: Map review Teaching Strategy Used: Students will complete and turn in assignment; quiz on CH 6-2,3 next day Assessment: Turn in assignment 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 the events that led to disaster and defeat for Napoleon. Engagement Technique: Study for quiz Teaching Strategy Used: Quiz on 6-2,3; vocabulary CH 6-4 Assessment: quiz 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: Agriculture and Great West

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

Vocabulary: nomadic, reservation, ward, probationary, folklore, irrigation, meridian, contiguous, safety valve, serfdom, the Grange, William Jennings Bryan, Little Big Horn, Sitting Bull, Chief Joseph, Geronimo, Eugene V Debs, Beef Bonanza, Populism, Gold Standard, Bimetallism, Long Drive

Week of:	
Monday	Bell Ringer: Vocabulary Learning Target: Engagement Technique: The Men Who Built America, History Channel Video Teaching Strategy Used: Assessment: Differentiation:
Tuesday	Bell Ringer: Vocabulary Learning Target: Engagement Technique: The Men Who Built America, History Channel Video Teaching Strategy Used: Assessment: Differentiation:
Wednesday	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: CH 24 and 25 assessment Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Describe the nature of the cultural conflicts and battles that accompanied the white American migration into the Great Plains and Far West. Engagement Technique: Teaching Strategy Used: Complete CH 26 Vocabulary in lab Assessment: Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Explain the development of federal policy towards Native Americans in the late 1800s. Engagement Technique: Vocabulary Due CH 26 Teaching Strategy Used: Notes on CH 26 Assessment: Questions from notes are due Monday Differentiation:

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: Populism and Immigration

Core Standards Covered: ACT EOC

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

Week of:	
Monday	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: Pictures of living conditions Teaching Strategy Used: Living conditions and entertainment assignment Assessment: exit slip 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: Explain the challenges and contributions of immigrants of the late 1800s; Explain the causes and impacts of urbanization in the late 1800s. Engagement Technique: pictures of urban entertainment Teaching Strategy Used: Political machines and CH 6-3,4 discussion for quiz Assessment: Political machines assignment turned in 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: Explain the challenges and contributions of immigrants of the late 1800s; Explain the causes and impacts of urbanization in the late 1800s. Engagement Technique: Study for quiz Teaching Strategy Used: Quiz CH 6-3,4; Vocabulary CH 6-5 Assessment: Quiz CH 6-3,4 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: Identify labor and workforce issues of the late 1800s, including perspectives of owners/managers and Social Darwinists. Engagement Technique: Vocabulary CH 6-5 Teaching Strategy Used: Complete vocabulary CH 6-5; Rise of labor unions assignment Assessment: Vocabulary CH 6-5 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: Identify labor and workforce issues of the late 1800s, including perspectives of owners/managers and Social Darwinists. Engagement Technique: Vocabulary review Teaching Strategy Used: CH 6-5 assignment completion and discussion Assessment: Turn in CH 6-5 assignment [test CH 6 Tuesday] 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: States

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: Bicameral, unicameral, constituents, initiative, referendum, recall

Week of:	
Monday	<p>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: Read about Hoover Dam. Teaching Strategy Used: Complete CH 8-1 work Assessment: Formative questions over section 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 powers of state governments; Explain how states work together and with the national government. Engagement Technique: Go over CH 8-1 prior to quiz Teaching Strategy Used: Classroom discussion Assessment: quiz CH 8-1 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. [America Story of Us Ep 1] 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 how state legislatures are organized to equally represent the citizens of their state. Engagement Technique: CH 8-2 vocabulary Teaching Strategy Used: CH 8-2 introduction and reading assignment Assessment: Formative questions on CH 8-2 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 how citizens participate in making state laws. Engagement Technique: Who are our state representatives? Teaching Strategy Used: Complete CH 8-2 assignment, discussion, and quiz Assessment: quiz CH 8-2 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: Cities

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

Vocabulary: Tenement, settlement house, Jane Addams, social gospel, Populist party, Jim Crow laws, lynching, Booker T Washington, WEB Du Bois

Week of:	
Monday <i>Honors US</i>	Bell Ringer: Review of previous week's vocabulary Learning Target: Describe the new wave of immigrants who came to America in the late 1800s. Engagement Technique: Review vocabulary Teaching Strategy Used: Key terms and reading sheet; History Channel video on cities Assessment: Vocabulary and notes Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Tuesday <i>US History</i>	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: SAME AS MONDAY Assessment: Differentiation:
Wednesday	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS Assessment: Differentiation:
Thursday	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: PLANNING Assessment: Differentiation:
Friday	Bell Ringer: Learning Target: Writing Plan Engagement Technique: Writing Plan Teaching Strategy Used: Writing Plan Assessment: Writing Plan Formative Assessment Differentiation: