

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, Congress of Vienna

Week of:	02-02-2015
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the events that caused disaster and defeat for Napoleon. Engagement Technique: Read "Catastrophe" Teaching Strategy Used: Go over CH 6-4 vocabulary; 'Disaster and Defeat' Russia to Elba Assessment: Vocabulary due; formative questions on disaster and defeat for Napoleon 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 Napoleon's last campaigns. Engagement Technique: Review of Napoleon's fall Teaching Strategy Used: Formative sheet on 'The Last Campaigns' Assessment: Exit slip 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 describe the achievements of the Congress of Vienna. Engagement Technique: Map of Europe pre and post Vienna Teaching Strategy Used: Map of Europe; Congress of Vienna formative assignment Assessment: Map; Formative 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. Learning Target: Describe the legacies of the French Revolution. Engagement Technique: Map of Europe after Congress of Vienna Teaching Strategy Used: Review for chapter assessment; complete formative for CH 6-4 Assessment: Review for assessment 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: Trace the cyclical nature of the French Revolution; Describe the rise and fall of Napoleon. Engagement Technique: Review Teaching Strategy Used: Assessment CH 6 Assessment: Assessment CH 6 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/Imperialism

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: Describe the nature of the cultural conflicts and battles that accompanied the white American migration into the Great Plains and Far West; Explain the development of federal policy towards Native Americans in the late 1800s Engagement Technique: Teaching Strategy Used: Day two notes on CH 26 Assessment: Questions A-D Differentiation:
Tuesday	Bell Ringer: Vocabulary Learning Target: Analyze the flowering and decline of the cattle and mining frontiers; Describe the economic forces that drove the farmers into debt and how the Grange and Farmers' Alliances and Populist Party organized to protest their opposition Engagement Technique: Teaching Strategy Used: Day three notes on CH 26 Assessment: Questions A-D Differentiation:
Wednesday	Bell Ringer: Vocabulary Learning Target: Describe the revolutionary changes in farming on the Great Plains Engagement Technique: Computer Vocabulary Teaching Strategy Used: Finish CH 26 notes; Students will be in the computer lab to work on CH 27 vocabulary following Assessment: CH 27 vocabulary is due the next meeting Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Explain why the US suddenly abandoned its isolationism and turned outward at the end of the 1800s; Describe how America became involved with Cuba and explain why we went to war with Spain. Engagement Technique: CH 27 Vocabulary, go over Teaching Strategy Used: CH 27 day one notes Assessment: Questions A-D Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Describe the easy American military conquest of Cuba and Puerto Rico Engagement Technique: Teaching Strategy Used: CH 27 day two notes Assessment: Questions A-D 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	<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: Tactics of unions and employers Teaching Strategy Used: Students complete CH 6-5 tactics and go over on board Assessment: CH 6-5 unions and employers questions 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 labor and workforce issues of the late 1800s, including perspectives of owners/managers and Social Darwinists. Engagement Technique: Strikes Teaching Strategy Used: Review of CH 6-5 on labor unions and go over on board; Review for exam CH 6 Assessment: Review for exam 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: Explain the challenges and contributions of immigrants of the late 1800s; Explain the causes and impacts of urbanization in the late 1800s; Identify labor and workforce issues of the late 1800s, including perspectives of owners/managers and Social Darwinists. Engagement Technique: Review briefly for test Teaching Strategy Used: CH 6 Test Assessment: Test CH 6; Vocabulary handed out for next day on CH 7-1 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. Learning Target: Evaluate, take, and defend positions on the various US foreign policies in the late 1800s and early 1900s; Analyze the causes and consequences of the Spanish American War Engagement Technique: CH 7-1 vocabulary go over Teaching Strategy Used: Imperialism and Isolationism discussion; Reasons for imperialism of US Assessment: Exit slip 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, take, and defend positions on the various US foreign policies in the late 1800s and early 1900s; Analyze the causes and consequences of the Spanish American War Engagement Technique: Spanish-American War Map on board Teaching Strategy Used: Spanish American War question; TR video on presidency Assessment: Spanish American War questions 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: States

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: Bicameral, unicameral, constituents, initiative, referendum, recall, governor, patronage, lieutenant governor, secretary of state, attorney general, superintendent of instruction

Week of:	
Monday	<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; Describe how citizens participate in making state laws. Engagement Technique: Complete CH 8-2 work Teaching Strategy Used: Completion of CH 8-2 assignment and go over Assessment: Turn in 8-2 assignment 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 how state legislatures are organized to equally represent the citizens of their state; Describe how citizens participate in making state laws. Engagement Technique: Review CH 8-2 for quiz Teaching Strategy Used: Review CH 8-2 for quiz; quiz Assessment: Quiz CH 8-2 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 the powers of the chief executive of a state. Engagement Technique: Kentucky governor and discuss Teaching Strategy Used: Vocabulary of CH 8-3; Begin formative assignment on CH 8-3 Assessment: Exit questions on powers of the governor. 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: Identify and describe the other officials in state executive branches. Engagement Technique: Kentucky state executive officials Teaching Strategy Used: Review CH 8-3 powers of the governor; powers of other state officials Assessment: CH 8-3 assignment due complete 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: GI Bill, Baby Boom, Fair Deal, World Bank, HUAC, Hollywood Ten, Alger Hiss, Joseph McCarthy, McCarthyism

Week of:	
Monday <i>Honors US</i>	Bell Ringer: Review of previous week's vocabulary Learning Target: Analyze social, cultural, and economic changes at the onset of the Cold War era. Engagement Technique: Review vocabulary Teaching Strategy Used: Key terms and reading sheet on 'Red Scare'; Power Point notes on Red Scare 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: