

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: Industrial Revolution

Core Standards Covered: 5.3.3

Vocabulary: Labor unions, strike, mass production, interchangeable parts, assembly line

Week of:	03-02-15
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify terms associated with the rise of mass production. Engagement Technique: Main idea Teaching Strategy Used: Students will work on vocabulary for CH 7-2 and go over after turning in. Assessment: Turn in vocabulary for CH 7-2 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 how production was organized before factories. Engagement Technique: CH 7-2 reading sheets Teaching Strategy Used: Cottage industry assignment; Create visual describing a product being made in the cottage industries. Assessment: Submit visual 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. Learning Target: Describe conditions in factory towns and in factories. Engagement Technique: Graphic on page 244 Teaching Strategy Used: Activity explaining work in factories and life in factory towns. Assessment: Turn in activity. 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 how the factory system affected workers. Engagement Technique: Graphic on page 245 Teaching Strategy Used: Activity explaining how the new factory system affected workers. 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: Describe mass production and explain its effects. Engagement Technique: Assembly line and activity Teaching Strategy Used: Assembly line in Home Econ room Assessment: Turn in activity; Assembly line; CH 7-2 quiz on Monday 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: Progressivism

Core Standards Covered: ACT EOC C.2.B; C.2.C

Vocabulary: Progressive Era, Progressives, Muckrakers, Ida Tarbell, Upton Sinclair, The Jungle, Jane Addams, Temperance Movement, 18th Amendment, Women’s Suffrage, Susan B Anthony, 19th Amendment, Segregation, Plessy v Ferguson, WEB DuBois, NAACP, 17th Amendment, Initiative, Recall, Referendum, 16th Amendment, Triangle Shirtwaist

Week of:	
Monday Muckrakers	<p>Bell Ringer: Vocabulary Learning Target: Identify and describe significant terms of the Progressive era; Explain how muckrakers attempted to improve society during the Progressive era. Engagement Technique: Vocabulary on the Progressive era. Teaching Strategy Used: Students will have a set amount of time work on Progressivism vocabulary; Students will then work in pairs to describe the topics of Progressivism and Muckrakers. Assessment: Vocabulary turned in; Muckrakers questions Differentiation:</p>
Tuesday ACT	<p>Bell Ringer: Vocabulary Learning Target: No Class Engagement Technique: Teaching Strategy Used: Assessment: Differentiation:</p>
Wednesday The Jungle	<p>Bell Ringer: Vocabulary Learning Target: Explain the efforts of muckrakers to correct negative aspects of society; Describe the effects the book ‘The Jungle’ had on the Progressive movement. Engagement Technique: Discussion on Muckrakers and Progressivism; Review vocabulary Teaching Strategy Used: Reading sheets; Reading The Jungle and questions Assessment: Formative questions on The Jungle Differentiation: The Jungle</p>
Thursday Women	<p>Bell Ringer: Vocabulary Learning Target: Explain the efforts and influence of women during the Progressive era in the suffrage and temperance movements; Describe the causes and effects of the Triangle Shirtwaist fire. Engagement Technique: History Channel video clip on prohibition Teaching Strategy Used: Students will discuss and answer questions concerning suffrage and temperance; Students will then watch a video clip on the Triangle Shirtwaist fire and answer questions concerning the results of the fire. Assessment: Questions on the temperance and suffrage movements. Differentiation:</p>
Friday Political Reforms and Race	<p>Bell Ringer: Vocabulary Learning Target: Describe efforts of African Americans to reform society; Identify and explain political reforms initiated during the Progressive era. Engagement Technique: Constitutional amendments sheet Teaching Strategy Used: Discussion and readings on race and political reforms during the Progressive era. Assessment: Explanation of Plessy and Amendments 16-19; Progressivism assessment Monday Differentiation: The White Plague (TB)</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: Progressivism

Core Standards Covered: ACT EOC C.2.B; C.2.C

Vocabulary: Progressive Era, Progressives, Muckrakers, Ida Tarbell, Upton Sinclair, The Jungle, Jane Addams, Temperance Movement, 18th Amendment, Women’s Suffrage, Susan B Anthony, 19th Amendment, Segregation, Plessy v Ferguson, WEB DuBois, NAACP, 17th Amendment, Initiative, Recall, Referendum, 16th Amendment, Triangle Shirtwaist

Week of:	
Monday Muckrakers	<p>Bell Ringer: Vocabulary Learning Target: Identify and describe significant terms of the Progressive era; Explain how muckrakers attempted to improve society during the Progressive era. Engagement Technique: Vocabulary on the Progressive era. Teaching Strategy Used: Students will have a set amount of time work on Progressivism vocabulary; Students will then work in pairs to describe the topics of Progressivism and Muckrakers. Assessment: Vocabulary turned in; Muckrakers questions Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>
Tuesday ACT	<p>Bell Ringer: Vocabulary Learning Target: World War II in HD Engagement Technique: Teaching Strategy Used: Assessment: Differentiation:</p>
Wednesday The Jungle	<p>Bell Ringer: Vocabulary Learning Target: Explain the efforts of muckrakers to correct negative aspects of society; Describe the effects the book ‘The Jungle’ had on the Progressive movement. Engagement Technique: Discussion on Muckrakers and Progressivism; Review vocabulary Teaching Strategy Used: Reading sheets; Reading The Jungle and questions Assessment: Formative questions on The Jungle Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>
Thursday Women	<p>Bell Ringer: Vocabulary Learning Target: Explain the efforts and influence of women during the Progressive era in the suffrage and temperance movements; Describe the causes and effects of the Triangle Shirtwaist fire. Engagement Technique: History Channel video clip on prohibition Teaching Strategy Used: Students will discuss and answer questions concerning suffrage and temperance; Students will then watch a video clip on the Triangle Shirtwaist fire and answer questions concerning the results of the fire. Assessment: Questions on the temperance and suffrage movements. Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>
Friday Political Reforms and Race	<p>Bell Ringer: Vocabulary Learning Target: Describe efforts of African Americans to reform society; Identify and explain political reforms initiated during the Progressive era. Engagement Technique: Constitutional amendments sheet Teaching Strategy Used: Discussion and readings on race and political reforms during the Progressive era. Assessment: Explanation of Plessy and Amendments 16-19; Progressivism assessment Monday 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: Local Government

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: Municipality, City, County, Sheriff, Charter, Ordinances, Town, Town Meeting, Township, Special District, Home Rule, City Council, Mayor, Commission, Grants-In-Aid, Block Grants

Week of:	
Monday	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Interpret and summarize significant current issues. Engagement Technique: Log in to USA Today online Teaching Strategy Used: Students will use the computer lab to read three high interest stories on the USA Today website and summarize the main idea and supporting details of two of those stories. Assessment: Assignment sheet will be turned in. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Tuesday Pictures	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: World War II in HD Engagement Technique: Teaching Strategy Used: 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: Interpret and summarize significant current issues. Engagement Technique: Log in to USA Today online Teaching Strategy Used: Students will use the computer lab to read three high interest stories on the USA Today website and summarize the main idea and supporting details of two of those stories. Assessment: Assignment sheet will be turned in. 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: Identify where town government began and the purposes of a town meeting. Engagement Technique: Reading focus Teaching Strategy Used: CH 9-2 activity on town governments. Assessment: Concentric circle political map (nation, state, county, city) 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: Explain the purposes behind townships, villages, and boroughs in the United States. Engagement Technique: Key terms Teaching Strategy Used: Complete and go over 9-2 activity for quiz. Assessment: CH 9-2 Quiz 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: Cold War (1950s Life)

Core Standards Covered: ACT EOC E.1.G

Vocabulary: Transistor, Circuit, Jonas Salk, Vaccine, Levittown, Sunbelt, Interstate Highway System

Week of:	
Monday Honors US	<p>Bell Ringer: Review of previous week's vocabulary Learning Target: Explain how American culture changed during the 1950s. Engagement Technique: Review vocabulary from previous weeks Teaching Strategy Used: 1-Vocabulary, 2-Reading Sheet, 3-Boom Times, Communities, Highways, 4-History Channel video on changing of America in 1950s. Assessment: Vocabulary and notes Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Tuesday US History	<p>Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: SAME AS MONDAY Assessment: Differentiation:</p>
Wednesday	<p>Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS Assessment: Differentiation:</p>
Thursday	<p>Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: PLANNING Assessment: Differentiation:</p>
Friday	<p>Bell Ringer: Learning Target: Writing Plan Engagement Technique: Writing Plan Teaching Strategy Used: Writing Plan Assessment: Writing Plan Formative Assessment Differentiation:</p>