

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:	03-09-15
Monday	<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: Visual organizer on objective Assessment: Turn in visual organizer part one 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 the factory system affected workers. Engagement Technique: Review of previous day Teaching Strategy Used: Visual organizer on objective Assessment: Turn in visual organizer part two 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 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 Friday 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 factories impacted production and factory workers. Engagement Technique: Go over assembly line activity Teaching Strategy Used: Review for quiz Assessment: Review for 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: Explain how factories impacted production and factory workers. Engagement Technique: Quiz on CH 7-2 Teaching Strategy Used: Quiz on CH 7-2; Begin CH 7-3 vocabulary Assessment: Quiz CH 7-2 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 and World War I

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 Progressivism	<p>Bell Ringer: Vocabulary Learning Target: Explain how progressives attempted to improve society during the Progressive era. Engagement Technique: Vocabulary on the Progressive era. Teaching Strategy Used: Students will then work in pairs to describe the topics of Progressivism and new regulations and laws under Progressivism. Assessment: Formative questions on assignment and verbally Differentiation:</p>
Tuesday Progressivism	<p>Bell Ringer: Vocabulary Learning Target: Explain how progressives attempted to improve society during the Progressive era. Engagement Technique: Constitutional Amendments Teaching Strategy Used: Go over packet formative questions; Videos on Prohibition and Triangle Shirtwaist Fire Assessment: MC quiz on progressivism Differentiation:</p>
Wednesday WWI Causes	<p>Bell Ringer: Vocabulary Learning Target: Describe the causes of World War I; Explain how the United States became involved in World War I Engagement Technique: Map of Europe Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer Differentiation:</p>
Thursday WWI The War	<p>Bell Ringer: Vocabulary Learning Target: Describe the new weapons and type of warfare that occurred during World War I Engagement Technique: List and pictures of new types of weapons Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer Differentiation:</p>
Friday WWI At Home and Treaty	<p>Bell Ringer: Vocabulary Learning Target: Describe the efforts of US citizens back home during the war; Explain the impact of the Treaty of Versailles. Engagement Technique: Visual propaganda posters from the war Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer Differentiation:</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: Progressivism and World War I

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 Progressivism	Bell Ringer: Vocabulary Learning Target: Explain how progressives attempted to improve society during the Progressive era. Engagement Technique: Vocabulary on the Progressive era. Teaching Strategy Used: Students will then work in pairs to describe the topics of Progressivism and new regulations and laws under Progressivism. Assessment: Formative questions on assignment and verbally Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned
Tuesday Progressivism	Bell Ringer: Vocabulary Learning Target: Explain how progressives attempted to improve society during the Progressive era. Engagement Technique: Constitutional Amendments Teaching Strategy Used: Go over packet formative questions; Videos on Prohibition and Triangle Shirtwaist Fire Assessment: MC quiz on progressivism Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned
Wednesday WWI Causes	Bell Ringer: Vocabulary Learning Target: Describe the causes of World War I; Explain how the United States became involved in World War I Engagement Technique: Map of Europe Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned
Thursday WWI The War	Bell Ringer: Vocabulary Learning Target: Describe the new weapons and type of warfare that occurred during World War I Engagement Technique: List and pictures of new types of weapons Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned
Friday WWI At Home and Treaty	Bell Ringer: Vocabulary Learning Target: Describe the efforts of US citizens back home during the war; Explain the impact of the Treaty of Versailles. Engagement Technique: Visual propaganda posters from the war Teaching Strategy Used: Class discussion and reading; Formative questions and graphic organizer Assessment: Formative questions on graphic organizer 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: 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: 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
Tuesday	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. 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
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: Describe how city governments are organized under the home rule system. Engagement Technique: Reading focus Teaching Strategy Used: CH 9-3 graphic organizer 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; Channel One & Quiz Learning Target: Describe different forms of city governments. Engagement Technique: Key terms Teaching Strategy Used: Complete CH 9-3 graphic organizer and go over. Assessment: CH 9-3 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 (JFK)

Core Standards Covered: ACT EOC E.1.G

Vocabulary: John F. Kennedy, Robert Kennedy, Fidel Castro, Bay of Pigs Invasion, Lyndon B. Johnson, Cuban Missile Crisis, Peace Corps, Alliance for Progress, Flexible Response

Week of:	
Monday Honors US	<p>Bell Ringer: Review of previous week's vocabulary Learning Target: Identify and describe domestic and foreign issues during the Kennedy years. Engagement Technique: Review vocabulary from previous weeks Teaching Strategy Used: 1-Vocabulary, 2-Reading Sheet (x2), 3-JFK History Channel video 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 (but also interstate reading) 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>