

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** WORLD HISTORY

**Class Period:** 3/5

**Unit Topic:** World War I

**Core Standards Covered:** 5.3.4

**Vocabulary:** Trench Warfare, Total War, Propaganda, Battle of Verdun, Gallipoli Campaign, Genocide

<b>Week of:</b>	04-06-15
<b>Monday</b>  <b>12-2A</b>	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe how the World War I battlefield was different than those of other wars. Engagement Technique: Weapons in WW1 recap Teaching Strategy Used: Section questions with partner and pair share Assessment: Questions and answers submitted on battles and weapons. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Tuesday</b>  <b>12-2 Quiz</b>	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain how the war affected the home front. Engagement Technique: Go over section questions from Monday Teaching Strategy Used: Review vocabulary builder; Quiz Assessment: CH 12-2 Quiz Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Wednesday</b>  <b>Spring Break</b>	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
<b>Thursday</b>	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
<b>Friday</b>	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

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** (HONORS) US HISTORY

**Class Period:** 2/6

**Unit Topic:** 1920s

**Core Standards Covered:** ACT EOC D.1.B,C,D

**Vocabulary:** Evolution, Fundamentalism, Scopes Trial, Henry Ford, Mass Production, Assembly Line, Airline Industry, Appliances, Mass Media, Radio, Consumer Society, Installment Plan, Dust Bowl, Speculation

<b>Week of:</b>	
<b>Monday</b>  <b>Long Term Great Dep</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Describe the long term causes of the economic downturn in 1929. Engagement Technique: Review nativism and prohibition. Teaching Strategy Used: Graphic organizer on initial causes of Great Depression. Assessment: Graphic organizer Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Tuesday</b>  <b>Great Dep &amp; Dust Bowl</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Describe the conditions and result of the Dust Bowl on the American plains. Engagement Technique: Discussion of environmental impacts. Teaching Strategy Used: 1-discussion and questions about the Dust Bowl; 2-History Channel video on the Dust Bowl Assessment: Turn in questions Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Wednesday</b>  <b>Spring Break</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Thursday</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Friday</b>	Bell Ringer: Vocabulary Daily Quiz; MC Test Practice Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: 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:** Economic System

**Core Standards Covered:** SS-HS-3.2.1

**Vocabulary:** Capitalism, Laissez-faire, free enterprise system, profit, profit incentive, private property, competition, economic efficiency, economic equity, standard of living, economic growth

<b>Week of:</b>	
<b>Monday</b>  <b>2-3Q</b>	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Identify and explain the goals of the American economy. Engagement Technique: Go over CH 2-3 guided reading Teaching Strategy Used: Class discussion on CH 2-3; Quiz 2-3 Assessment: Quiz 2-3 Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Tuesday</b>  <b>CH 2T</b>	Bell Ringer: Combined with exit on the board using overhead projector; Channel One. Learning Target: Describe the characteristics and goals of the American economy. Engagement Technique: Study and review Teaching Strategy Used: Econ CH 2 Test Assessment: Econ CH 2 Test Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Wednesday</b>  <b>Spring Break</b>	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
<b>Thursday</b>	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
<b>Friday</b>	Bell Ringer: Combined with exit on the board using overhead projector; Channel One & Quiz Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: 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:** Cultural Shift & Counterculture

**Core Standards Covered:** ACT EOC E.2.C

**Vocabulary:** Feminism, National Organization for Women, Equal Rights Amendment, Roe v. Wade, American Indian Movement, Social Justice, Cesar Chavez, Chicano, La Raza, Counterculture, Establishment, Free Speech Movement, Flower Children, Summer of Love, Pop Art, Woodstock Music and Art Fair

<b>Week of:</b>	
<b>Monday</b>  <b>Honors US</b>	Bell Ringer: Review of previous week's vocabulary Learning Target: Explain the shift in American culture and politics that occurred during the 1960s and 70s. Engagement Technique: Review vocabulary from previous weeks Teaching Strategy Used: 1-Vocabulary, 2-Reading Sheets (x3), 3-Hendrix Woodstock Video Assessment: Vocabulary and notes Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Tuesday</b>  <b>US History</b>	Bell Ringer: Review of previous week's vocabulary Learning Target: Describe how the US became involved in the Vietnam War. Engagement Technique: Review vocabulary from previous weeks Teaching Strategy Used: 1-Vocabulary, 2-Reading Sheet (x2), 3-Influence of TV short video Assessment: Vocabulary and notes Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
<b>Wednesday</b>	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS Assessment: Differentiation:
<b>Thursday</b>	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: PLANNING Assessment: Differentiation:
<b>Friday</b>	Bell Ringer: Learning Target: Writing Plan Engagement Technique: Writing Plan Teaching Strategy Used: Writing Plan Assessment: Writing Plan Formative Assessment Differentiation: