

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** (Honors) World HIS

**Class Period:** 3/5

**Unit Topic:** World War I

**Core Standards Covered:** SS-HS-5.3.4

**Vocabulary:** Woodrow Wilson; Submarine Warfare; U-boats; Lusitania; Zimmerman Note; Armistice; 14 Points; Clemenceau; David Lloyd George; Treaty of Versailles; Article 231; Reparations; League of Nations; Mandates; Balfour Declaration; Spanish Flu

<b>Week of:</b>	05-11-2015
<b>Monday</b>  <b>12-4 C</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector                      Learning Target: Identify and explain measures addressed in the Treaty of Versailles.                      Engagement Technique: Go over the 'Big 4'                      Teaching Strategy Used: Graphic organizer on the process and stipulations in the treaty.                      Assessment: Turn in 12-4 C                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Tuesday</b>  <b>12-4 D</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector                      Learning Target: Describe the various costs associated with WWI.                      Engagement Technique: Map of Europe after Treaty of Versailles.                      Teaching Strategy Used: Graphic organizer on the end results of WW1.                      Assessment: Turn in 12-4 D and review                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Wednesday</b>  <b>12 Test</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector                      Learning Target: Identify and comprehend various aspects of World War I.                      Engagement Technique: Review                      Teaching Strategy Used: CH 12 Test                      Assessment: CH 12 Test                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Thursday</b>  <b>Review</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector                      Learning Target:                      Engagement Technique:                      Teaching Strategy Used: Review for final                      Assessment:                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Friday</b>  <b>Review</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector                      Learning Target:                      Engagement Technique:                      Teaching Strategy Used: Review for final                      Assessment:                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** (Honors) US HIS

**Class Period:** 2/6

**Unit Topic:** Civil Rights Movement

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

**Vocabulary:** Brown v. Board of Education; Rosa Parks; Dr. Martin Luther King Jr.; Montgomery Bus Boycott; Sit-Ins; Freedom Rides; March on Washington; Malcolm X; Black Power; Lyndon Johnson; Civil Rights Act of 1964; 24<sup>th</sup> Amendment; Voting Rights Act of 1965

Week of:	
<b>Monday</b>  <b>CRM Vocabulary</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Identify and define significant Civil Rights Movement terms. Engagement Technique: Civil Rights Movement terms on board Teaching Strategy Used: Civil Rights Movement vocabulary Assessment: Vocabulary due Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned
<b>Tuesday</b>  <b>CRM-A</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Describe the beginnings of the Civil Rights Movement. Engagement Technique: Go over terms Teaching Strategy Used: Graphic organizer thru Bus Boycott Assessment: Due next day Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned
<b>Wednesday</b>  <b>CRM-B</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Describe the efforts of Martin Luther King Jr. in the Civil Rights Movement. Engagement Technique: Go over CRM-A Teaching Strategy Used: Graphic organizer on Martin Luther King Jr. Assessment: CRM-B due Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned
<b>Thursday</b>  <b>CRM-C</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Explain efforts of those that had different views during the Civil Rights Movement. Engagement Technique: Go over CRM-B Teaching Strategy Used: Graphic organizer on Malcolm X, Black Panthers, and LBJ Assessment: Go over and turn in CRM-C Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned
<b>Friday</b>  <b>CRM Test</b>	Bell Ringer: Vocabulary; MC Test Practice Learning Target: Describe the major events and individuals of the Civil Rights Movement. Engagement Technique: Review portions of material Teaching Strategy Used: Civil Rights Movement test Assessment: Civil Rights Movement test Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** (Honors) Gov.

**Class Period:** 7/8

**Unit Topic:** Economics

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

**Vocabulary:** Demand; Supply; Market; Voluntary Exchange; Law of Demand; Quantity Demanded; Substitution Effect; Utility; Marginal Utility; Law of Supply; Quantity Supplied; Supply Curve; Technology; Law of Diminishing Returns

Week of:	
<p><b>Monday</b></p> <p><b>CH 3 Test</b></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One.                      Learning Target: Explain the factors that influence personal finance.                      Engagement Technique: Final review sheets                      Teaching Strategy Used: Practice test CH 3; go over                      Assessment: Practice test CH 3; go over                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p><b>Tuesday</b></p> <p><b>CH 7 Test</b></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One.                      Learning Target: Explain the factors that influence the laws of demand and supply.                      Engagement Technique: Final review sheets                      Teaching Strategy Used: Practice test CH 7; go over                      Assessment: Practice test CH 7; go over                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p><b>Wednesday</b></p> <p><b>LAB</b></p>	<p>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 three of those stories.                      Assessment: Assignment sheet will be turned in.                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p><b>Thursday</b></p> <p><b>Review</b></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One.                      Learning Target:                      Engagement Technique:                      Teaching Strategy Used: Review for final                      Assessment:                      Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<p><b>Friday</b></p> <p><b>Review</b></p>	<p>Bell Ringer: Combined with exit on the board using overhead projector; Channel One.                      Learning Target:                      Engagement Technique:                      Teaching Strategy Used: Review for final                      Assessment:                      Differentiation: Modification 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:** Civil Rights Movement

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

**Vocabulary:** Brown v. Board of Education; Rosa Parks; Dr. Martin Luther King Jr.; Montgomery Bus Boycott; Sit-Ins; Freedom Rides; March on Washington; Malcolm X; Black Power; Lyndon Johnson; Civil Rights Act of 1964; 24<sup>th</sup> Amendment; Voting Rights Act of 1965

<b>Week of:</b>	
<b>Monday</b>  <b>Honors US</b>	<p>Bell Ringer: Review of previous week's vocabulary            Learning Target: Identify and define major aspects of the Civil Rights Movement.            Engagement Technique: Vocabulary            Teaching Strategy Used: Vocabulary sheets; Readings from Civil Rights Movement events            Assessment: Turn in vocabulary/reading sheets            Differentiation: Modification RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Tuesday</b>  <b>US</b>	<p>Bell Ringer:            Learning Target:            Engagement Technique: Same as Monday            Teaching Strategy Used:            Assessment:            Differentiation:</p>
<b>Wednesday</b>	<p>Bell Ringer:            Learning Target:            Engagement Technique:            Teaching Strategy Used: COLLABORATION WITH MS. ROBERTS            Assessment:            Differentiation:</p>
<b>Thursday</b>	<p>Bell Ringer:            Learning Target:            Engagement Technique:            Teaching Strategy Used: PLANNING            Assessment:            Differentiation:</p>
<b>Friday</b>	<p>Bell Ringer:            Learning Target: Writing Plan            Engagement Technique: Writing Plan            Teaching Strategy Used: Writing Plan            Assessment: Writing Plan Formative Assessment            Differentiation:</p>