

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: World HIS

Class Period: 3,5

Unit Topic: Absolutism

Core Standards Covered:5.3.2

Vocabulary: Puritans, royalists, Cromwell, commonwealth, restoration, Charles II, constitutional monarchy, Glorious Revolution, boyars, czar, Peter the Great, westernization, Catherine the Great, Treaty of Westphalia, Frederick the Great, Maria Theresa, Prussia, Austria, Russia, Imperial

Week of:	10-27—10-31-14
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Describe how the Tudors and Stuarts both worked with Parliament differently; Explain what led to the clashes with Parliament in England.</p> <p>Engagement Technique: Read “A Bold Queen” p. 147.</p> <p>Teaching Strategy Used: Reading and interpreting section sheets</p> <p>Assessment: Verbal assessment and popcorn answering</p> <p>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.</p> <p>Learning Target: Describe the causes of the English Civil War; Explain the circumstances around the Restoration of the English monarchy.</p> <p>Engagement Technique: Complete “A View of Oliver Cromwell” p. 150.</p> <p>Teaching Strategy Used: Reading and interpreting section sheets.</p> <p>Assessment: Verbal assessment and popcorn answering</p> <p>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.</p> <p>Learning Target: Define the roles of boyars and czars in Russia.</p> <p>Engagement Technique: Read “Inside Story” on p. 154.</p> <p>Teaching Strategy Used: Define vocabulary and reading sheets.</p> <p>Assessment: Answer reading sheets and verbal assessment on vocabulary.</p> <p>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.</p> <p>Learning Target: Describe how Ivan IV strengthened the Russian monarchy; Explain various reforms Peter the Great made in Russia.</p> <p>Engagement Technique: Expansion of Russia map on p. 157.</p> <p>Teaching Strategy Used: Active reading and note taking on Russia.</p> <p>Assessment: Text message exit slip.</p> <p>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.</p> <p>Learning Target: Explain the advances made during Catherine the Great’s reign.</p> <p>Engagement Technique: Central Europe map on p. 159.</p> <p>Teaching Strategy Used: Active reading and note taking on Russia and Central Europe.</p> <p>Assessment: Exit slip</p> <p>Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>

*Review for test Wednesday; Test Thursday CH 4

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HIS

Class Period: 6

Unit Topic: Antebellum America

Core Standards Covered: ACT EOC B.2

Vocabulary: annexation, factory system, universal suffrage, social reform, abolitionism, Manifest Destiny, women's rights, states' rights, nullification, Kansas-Nebraska Act, John Brown, Underground Railroad

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early 19th century. Engagement Technique: Review Missouri Compromise Teaching Strategy Used: Complete and go over 4.2-S sheets and work Assessment: 4.2-S taken up for grade 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 and evaluate the major events and issues that promoted sectional conflicts.; Identify and evaluate the abolition movement, women's rights movement, and suffrage movements of the early 1800s. Engagement Technique: Review territorial expansion (Texas, Oregon, Gadsden, California) Teaching Strategy Used: Complete and go over 4.3-S, 4.4-S sheets and work. Assessment: Take up 4.3 and 4.4 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 evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. Engagement Technique: Review sectionalism Teaching Strategy Used: Popcorn read and go over 4.5-S on events leading to the Civil War. Assessment: 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: Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. Engagement Technique: Review states' rights. Teaching Strategy Used: Read and verbally assess the sectional conflicts prior to the Civil War. Assessment: Review for test 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: Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. Engagement Technique: Test Teaching Strategy Used: Test Assessment: Test on Ch 4-S Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

*Wednesday-Friday: Civil War

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: GOV

Class Period: 7,8

Unit Topic: Amendments

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: political party, nominate, candidate, political spectrum, two-party system, multiparty system, coalition, one party system, third parties, precincts, polling place, independent voters, primary election, general election, closed primary, open primary, secret ballot, electoral college, elector, popular vote, platform, plank

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain the role of political parties in the United States; Describe differences between a two party and one party system. Engagement Technique: Students take a mock voting ballot. Teaching Strategy Used: Read Ch 10 sec 1 and do vocabulary. Then popcorn read section. Assessment: vocabulary 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: Describe the impacts of third parties in American politics; Describe how political parties are organized. Engagement Technique: Complete section 1 reading assessment. Teaching Strategy Used: Graphic organizer on party organization and financing T-Chart. Assessment: Turn in organizers. 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 process of voter registration; Describe differences between primary and general elections. Engagement Technique: Watch commercials on YouTube from Kentucky Senate campaigns Teaching Strategy Used: Popcorn read and note taking. Assessment: Exit slip 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 voting has changed throughout the years. Engagement Technique: Watch historical presidential campaign commercials on YouTube. Teaching Strategy Used: Graphic organizer on voting; Review. Assessment: Graphic organizer 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 the role of political parties in the United States; Describe differences between a two party and one party system. Engagement Technique: Teaching Strategy Used: Test/Quiz Assessment: Assessment on Ch 10 sections 1-3 Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>