

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: World HIS

Class Period: 3,5

Unit Topic: Enlightenment & Age of Revolution

Core Standards Covered: 5.3.2, 5.3.3

Vocabulary: geocentric, scientific method, Descartes, Copernicus, heliocentric, Galileo, Newton, Enlightenment, salons, social contract, Locke, Rousseau, Montesquieu, philosophes, Voltaire, enlightened despots, Stamp Act, Jefferson, Franklin, Washington, Treaty of Paris, Madison, federal system,

Week of:	11-10—11-14-2014
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Describe how the absolute European rulers dealt with expanding their lands and powers during the Age of Absolutism.</p> <p>Engagement Technique:</p> <p>Teaching Strategy Used: Test Review CH 4</p> <p>Assessment: Test Review</p> <p>Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Tuesday Vet Day?	<p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Describe how the absolute European rulers dealt with expanding their lands and powers during the Age of Absolutism.</p> <p>Engagement Technique:</p> <p>Teaching Strategy Used: Test CH 4</p> <p>Assessment: Test</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: Identify and describe various discoveries that occurred in astronomy, physics, and math during the Scientific Revolution.</p> <p>Engagement Technique: Read "Inside Story" about Copernicus p. 169</p> <p>Teaching Strategy Used: Students will complete section vocabulary and be introduced to the chapter.</p> <p>Assessment: Completion of section vocabulary and exit.</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 early scientists advanced knowledge in chemistry, biology, and the other sciences.</p> <p>Engagement Technique: CH 5.1 Reading sheets</p> <p>Teaching Strategy Used: Students will complete the reading sheets and then break off into types of sciences groups.</p> <p>Assessment: 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: Describe how the absolute European rulers dealt with expanding their lands and powers during the Age of Absolutism.</p> <p>Engagement Technique: Einstein video clip</p> <p>Teaching Strategy Used: Students will complete the science types group and individual work.</p> <p>Assessment: Completion of the astronomic, physics, math, biology, and chemistry work.</p> <p>Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HIS

Class Period: 6

Unit Topic: Antebellum America, Civil War

Core Standards Covered: ACT EOC B.3

Vocabulary: Republican Party, Election of 1860, Confederate States of America, Fort Sumter, Civil War, Abraham Lincoln, Ulysses S. Grant, William T. Sherman, Jefferson Davis, Robert E. Lee, northern advantages, southern advantages, Anaconda Plan, Antietam, Gettysburg, writ of habeas corpus, draft, copperheads, Emancipation Proclamation, Appomattox Courthouse

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Identify and analyze the technological, social, and strategic aspects of the Civil War.; Explain the influence of Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War. Engagement Technique: Teaching Strategy Used: Complete the Antebellum sheets leading up to the Civil War Assessment: Completion of sheets and review 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 analyze the technological, social, and strategic aspects of the Civil War.; Explain the influence of Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War. Engagement Technique: Civil War America Story of Us clip Teaching Strategy Used: Vocabulary on Civil War figures and terms Assessment: Completion of vocabulary and exit. 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 analyze the technological, social, and strategic aspects of the Civil War.; Explain the influence of Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War. Engagement Technique: Secession, Key Figures, Advantages 105-108 Teaching Strategy Used: Popcorn read section and answer Assessment: review and exit 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 analyze the technological, social, and strategic aspects of the Civil War.; Explain the influence of Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War. Engagement Technique: Key Battles 108-112 Teaching Strategy Used: Group questions and map location Assessment: maps and exit. 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 analyze the technological, social, and strategic aspects of the Civil War.; Explain the influence of Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War. Engagement Technique: Political Issues 112-115 Teaching Strategy Used: popcorn read section and answer Assessment: review and exit (test Tuesday on Antebellum and Civil War) Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: GOV

Class Period: 7,8

Unit Topic: Political Parties/Elections

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 process of voter registration.; Describe differences between primary and general elections. Engagement Technique: Go over CH 10.3 material Teaching Strategy Used: Complete and go over CH 10.3 material Assessment: CH 10.3 Quiz 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 the purpose of the electoral college.; Describe the nomination process at national party conventions. Engagement Technique: Presidential ads (livingroomcandidate.com) Teaching Strategy Used: Complete vocabulary for CH 10.4 and begin reading sheets. 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 purpose of the electoral college.; Describe the nomination process at national party conventions. Engagement Technique: Jib Jab (campaign 2008; BO 2009) Teaching Strategy Used: Complete reading sheets, review, quiz on CH 10.4 Assessment: CH 10.4 quiz 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 the purpose of the electoral college.; Describe the nomination process at national party conventions. Engagement Technique: Student review of material Teaching Strategy Used: Go over material in CH 10 Assessment: CH 10 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: Engagement Technique: Teaching Strategy Used: Assessment: CH 10 Test Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>