

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:	11-17—11-25-2014
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain the changes that led to the dawn of modern science.; Explain the discoveries that occurred in astronomy, math, and physics. Engagement Technique: CH 5.1 reading sheets Teaching Strategy Used: Student reading and formative sheets on above topics. Assessment: Exit slip and assess formative sheets. 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 discoveries in biology and chemistry.; Explain how new scientific ideas affected society. Engagement Technique: Read about Galileo Teaching Strategy Used: Groups work on discoveries in biology and chemistry. Assessment: Formative assessment 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 changes that led to the dawn of modern science. Engagement Technique: Quiz. Teaching Strategy Used: Quiz on CH 5.1; Vocabulary CH 5.2 Assessment: Quiz on CH 5.1 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 new views on government that philosophers had during the Enlightenment. Engagement Technique: Compare Hobbes and Locke (page 178) Teaching Strategy Used: Student group work on new views on government and society. Assessment: Formative work completed. 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 new technologies and sciences conflict with traditions. Engagement Technique: Students watch a video "Mankind, the Story of All of Us" (Pioneers) Teaching Strategy Used: Students will write a one paragraph summary for each of the segments shown: (Salem Trials, Firepower, Exploration and Science, Franklin & Electricity, Rebellion)—Teacher will pause following each clip. Assessment: Summaries Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

Monday	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain the changes that led to the dawn of modern science Engagement Technique: Teaching Strategy Used: Review CH 5.1 and 5.2 Assessment: Review 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. Learning Target: Explain the changes that led to the dawn of modern science Engagement Technique: Teaching Strategy Used: Test on CH 5.1 and 5.2 Assessment: Test Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Break	

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: Honors US HIS

Class Period: 2

Unit Topic: Manifest Destiny

Core Standards Covered: ACT EOC B-2

Vocabulary: manifest destiny, Missouri Compromise, Annexation of Texas, Oregon Territory, Gadsden Purchase, Compromise of 1850, Plantation system, factory system, Jacksonian Democracy, Universal Suffrage, social reform, second great awakening, abolitionism, women's rights, John C. Calhoun, States' Rights, Dred Scott, John Brown, Frederick Douglas, Underground Railroad

Week of:	
Monday	Bell Ringer: Vocabulary Learning Target: Analyze and evaluate the political and territorial changes resulting from westward expansion of the US in the early 1800s. Engagement Technique: Teaching Strategy Used: Students will work on terms for Manifest Destiny/Reforms Assessment: Differentiation:
Tuesday	Bell Ringer: Vocabulary Learning Target: Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. Engagement Technique: Teaching Strategy Used: Manifest Destiny work Assessment: Differentiation:
Wednesday	Bell Ringer: Vocabulary Learning Target: Identify significant religious, philosophical, and social reform movements of the 1800s. Engagement Technique: Teaching Strategy Used: Sectional Differences work Assessment: Differentiation:
Thursday	Bell Ringer: Vocabulary Learning Target: Identify the major characteristics of the abolition movement in the antebellum period.; Analyze the women's rights and the suffrage movements. Engagement Technique: Teaching Strategy Used: Democracy and Social Reform work Assessment: Differentiation:
Friday	Bell Ringer: Vocabulary Learning Target: Engagement Technique: Teaching Strategy Used: MC Test Assessment: Test Manifest Destiny/Reforms Differentiation:

Monday	Bell Ringer: Vocabulary Learning Target: Engagement Technique: Teaching Strategy Used: Student created power point presentations Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Tuesday	Bell Ringer: Vocabulary Learning Target: Engagement Technique: Technology Teaching Strategy Used: Student created power point presentations Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Break	

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: 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>
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: Political Issues 112-115 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>
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: America Story of Us clip on Civil War Teaching Strategy Used: Go over battles of Civil War and the political issues with class. Assessment: 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: Classroom review Teaching Strategy Used: Review with white boards Assessment: Review of Civil War items 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: Test Teaching Strategy Used: Test Assessment: Test on Civil War Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned</p>

Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Describe the basic provisions and immediate impact of the 13th, 14th and 15th amendments.; Evaluate different Reconstruction plans and their social, economic, and political impacts.; Analyze the immediate and long term influences of Reconstruction on the lives of African Americans and the US society.</p> <p>Engagement Technique: Reconstruction vocabulary</p> <p>Teaching Strategy Used: Students will work on Reconstruction vocabulary</p> <p>Assessment: vocabulary assessed</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 basic provisions and immediate impact of the 13th, 14th and 15th amendments.; Evaluate different Reconstruction plans and their social, economic, and political impacts.; Analyze the immediate and long term influences of Reconstruction on the lives of African Americans and the US society.</p> <p>Engagement Technique: Reconstruction amendments</p> <p>Teaching Strategy Used: Students will read and complete formative reading sheets</p> <p>Assessment: Formative reading sheets</p> <p>Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Break	

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: presidential succession, Article II, State of the Union, foreign policy, diplomacy, treaties, reprieve, pardon, commutation, secretary, attorney general, ambassadors, embassy, consul, consulate, passports, visas, Joint Chiefs, Homeland Security, independent agencies, regulatory commissions, bureaucracy

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain the process of voting, elections, and nominations. Describe the purpose of the electoral college. Engagement Technique: Teaching Strategy Used: Assessment: Test on CH 10 (elections) 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 qualifications and duties of the President. Engagement Technique: Abraham Lincoln focus Teaching Strategy Used: Read and complete section 1 formative sheets Assessment: Formative sheets assessed 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 leadership roles and powers of the President. Engagement Technique: Quiz on Section 1 Teaching Strategy Used: Vocabulary and section 2 notes Assessment: Quiz on Section 1.; Vocabulary 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 leadership roles and powers of the President. Engagement Technique: Read 'Law 101' on page 165 Teaching Strategy Used: Go over section 2 sheets with classes Assessment: Section 2 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: Describe the purposes of the executive branch agencies and departments. Engagement Technique: Main idea Teaching Strategy Used: Students will complete vocabulary and also CH 6.3 reading sheets Assessment: Students will turn in reading sheets (done or not) and completed vocabulary. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Describe the purposes of the executive branch agencies and departments.</p> <p>Engagement Technique: Quiz CH 6.3</p> <p>Teaching Strategy Used: Go over CH 6.3 sheets; Review CH 6 (sections 1-3)</p> <p>Assessment: Quiz</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:</p> <p>Engagement Technique:</p> <p>Teaching Strategy Used: Test CH 6 (sections 1-3)</p> <p>Assessment: Test</p> <p>Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
Break	