

## 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,

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| Week of: | 11-24—11-25-2014  |
| Monday   | <p>Bell Ringer: Combined with exit on the board using overhead projector.</p> <p>Learning Target: Explain the changes that led to the dawn of modern science.; Explain new views on government that philosophers had during the Enlightenment.</p> <p>Engagement Technique:</p> <p>Teaching Strategy Used: Student work on section 2 items</p> <p>Assessment: Exit slip</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: Explain the changes that led to the dawn of modern science</p> <p>Engagement Technique:</p> <p>Teaching Strategy Used: Completion of Ch 5-2</p> <p>Assessment: Assessment</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: 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

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

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| Week of: |   |
| 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 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> 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 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> 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

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