

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:	11-3—11-7-2014
Monday	<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:</p> <p>Assessment:</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:</p> <p>Assessment:</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: Describe various reforms and territorial expansions of the Russian Czars</p> <p>Engagement Technique: Group setting</p> <p>Teaching Strategy Used: Students will be placed into groups to complete section assignment</p> <p>Assessment: Completion of section assignment; monitoring of students</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 various reforms and territorial expansions of the Russian Czars.</p> <p>Engagement Technique: White boards</p> <p>Teaching Strategy Used: Complete section 4 material and review for Ch 4 exam.</p> <p>Assessment: Review for test</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: Test</p> <p>Teaching Strategy Used: Test</p> <p>Assessment: Test CH 4 (absolutism)</p> <p>Differentiation: Modifications 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

Unit Topic: Market & Industrial Revolution

Core Standards Covered: ACT EOC B.1.L; ACT EOC B.2.B

Vocabulary: caste, nativist, factory, trademark, patent, liability, incorporation, labor union, strike, capitalist, turnpike, posterity, productivity, barter

Week of:	
Monday	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation:
Tuesday	Bell Ringer: Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation:
Wednesday	Bell Ringer: Learning Target: Describe the movement and growth of America's population in the early 1800s Engagement Technique: Teaching Strategy Used: Assessment: Differentiation:
Thursday	Bell Ringer: Learning Target: Compare and contrast the immigration experiences of the Irish and Germans during the early 1800s. Engagement Technique: Teaching Strategy Used: <i>Teacher from MTSU will be teaching this day on this target.</i> Assessment: Differentiation:
Friday	Bell Ringer: Learning Target: Explain why America was relatively slow to embrace the industrial revolution and the factory Engagement Technique: Teaching Strategy Used: Terms and vocabulary assignment in library. Assessment: Differentiation:

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HIS

Class Period: 6

Unit Topic: Antebellum America

Core Standards Covered: ACT EOC B.2

Vocabulary: states' rights, nullification, Kansas-Nebraska Act, John Brown, Underground Railroad

Week of:	
Monday	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: 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: Engagement Technique: Teaching Strategy Used: Assessment: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Wednesday	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe Jacksonian democracy and manifest destiny. Engagement Technique: Hand back test Teaching Strategy Used: Students will correct their answers on the test they took on Friday. Assessment: Test correction from test on 10/31/2014 Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Thursday	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 westward expansion and the issue of slavery Teaching Strategy Used: Popcorn read and go over 4.5-S on events leading to Civil War Assessment: Students will complete the section of the supplement on states' rights by end of Friday. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Friday	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: Continuation of previous day. Teaching Strategy Used: Students will continue reading assessment with video on sectionalism/slavery. Assessment: Completion of CH 4.5-S material. Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned

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	Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Engagement Technique: Teaching Strategy Used: Assessment: 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: Engagement Technique: Teaching Strategy Used: Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Wednesday	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: Discussion of the election results on Tuesday. Teaching Strategy Used: Vocabulary and questions on CH 10.3 Assessment: Difference in primary and general elections in Kentucky Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Thursday	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: Review of primary and secondary elections; Party registration Teaching Strategy Used: Complete CH 10.3 questions Assessment: Turn in questions Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned
Friday	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: Go over CH 10.3 material to review for quiz. Assessment: CH 10.3 Quiz Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned