

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: WORLD HISTORY

Class Period: 3,5

Unit Topic: Enlightenment & Age of Revolution

Core Standards Covered: 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:	12-1—12-5-14
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Explain various advances in science during the Scientific Revolution.; Explain various new views on government during the Enlightenment. Engagement Technique: Review of previous week items Teaching Strategy Used: Review CH 5-1, CH 5-2 Assessment: Formative questions 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 causes of change and crisis in the American colonies.; Describe how the struggle for independence was affected by Enlightenment concepts.; Explain how American colonists formed a new government. Engagement Technique: Vocabulary CH 5-3 Teaching Strategy Used: Students will complete vocabulary and go over aloud. Assessment: Vocabulary turned in 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 causes of change and crisis in the American colonies.; Describe how the struggle for independence was affected by Enlightenment concepts.; Explain how American colonists formed a new government. Engagement Technique: Read "Inside Story" Teaching Strategy Used: Organizational chart on CH 5-3 (Crisis, War, New Government) Assessment: Completion of chart 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 causes of change and crisis in the American colonies.; Describe how the struggle for independence was affected by Enlightenment concepts.; Explain how American colonists formed a new government. Engagement Technique: Go over CH 5-3 chart Teaching Strategy Used: Review CH 5 for test on Friday Assessment: Review and complete CH 5-3 if not from Wednesday 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 causes of change and crisis in the American colonies.; Describe how the struggle for independence was affected by Enlightenment concepts.; Explain how American colonists formed a new government. Engagement Technique: Teaching Strategy Used: MC Test Assessment: Test CH 5 Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: HONORS US HISTORY

Class Period: 2

Unit Topic: Civil War

Core Standards Covered: ACT EOC B.3.A/B

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

Bell Ringer: Vocabulary
 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 actions and leadership on the course of the war.
 Engagement Technique: States’ Rights
 Teaching Strategy Used: Students read and complete issues on states’ rights.
 Assessment: Terms due
 Differentiation:

Tuesday

Bell Ringer: Vocabulary
 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 actions and leadership on the course of the war.
 Engagement Technique: Secession and Advantages/Disadvantages
 Teaching Strategy Used: Discussion on states’ rights and secession
 Assessment: formative questions
 Differentiation:

Wednesday

Bell Ringer: Vocabulary
 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 actions and leadership on the course of the war.
 Engagement Technique: Battles
 Teaching Strategy Used: Discussion on Civil War battles
 Assessment: formative questions
 Differentiation:

Thursday

Bell Ringer: Vocabulary
 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 actions and leadership on the course of the war.
 Engagement Technique: Political Issues
 Teaching Strategy Used: Discussion on political issues of the war and a review on Civil War
 Assessment: formative questions, packet due
 Differentiation:

Friday

Bell Ringer: Vocabulary
 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 actions and leadership on the course of the war.
 Engagement Technique:
 Teaching Strategy Used: MC Test
 Assessment: Civil War Assessment; study questions due
 Differentiation:

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: US HISTORY

Class Period: 6

Unit Topic: Reconstruction

Core Standards Covered: ACT EOC B.3.C/D/E

Vocabulary: Andrew Johnson, Reconstruction, Radical Republicans, Radical Reconstruction, 13th Amendment, 14th Amendment, 15th Amendment, Sharecropping, Tenant Farming, Freedmen’s Bureau, Black Codes, Compromise of 1877, Solid South, Jim Crow, Literacy Tests, Poll Taxes, Grandfather Clause, Segregation, Plessy v. Ferguson

Week of:

Monday

Bell Ringer: Combined with exit on the board using overhead projector.
 Learning Target: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and rest of the US.; Describe the basic provisions and impact of the 13th, 14th, and 15th Amendments, Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and on the US as a whole.
 Engagement Technique: Review of vocabulary from previous week.
 Teaching Strategy Used: Vocabulary review in groups
 Assessment: Formative questions on vocabulary
 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: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and rest of the US.; Describe the basic provisions and impact of the 13th, 14th, and 15th Amendments, Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and on the US as a whole.
 Engagement Technique: America Story of US
 Teaching Strategy Used: Johnson-African Americans
 Assessment: Exit slip and go over packet
 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: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and rest of the US.; Describe the basic provisions and impact of the 13th, 14th, and 15th Amendments, Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and on the US as a whole.
 Engagement Technique: America Story of US
 Teaching Strategy Used: African Americans and Reconstruction-Compromise of 1877-Segregation
 Assessment: Go over impacts on African Americans from Reconstruction
 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: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and rest of the US.; Describe the basic provisions and impact of the 13th, 14th, and 15th Amendments, Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and on the US as a whole.
 Engagement Technique: Grant and war against the South during Reconstruction
 Teaching Strategy Used: Review sheets
 Assessment: Review for Test
 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: Evaluate different Reconstruction plans and their social, economic, and political impact on the South and rest of the US.; Describe the basic provisions and impact of the 13th, 14th, and 15th Amendments, Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and on the US as a whole.
 Engagement Technique:
 Teaching Strategy Used: MC Test
 Assessment: MC Test on Reconstruction
 Differentiation: Modifications RE: IEP’s; slower pace for non-honors; group work as assigned

INSTRUCTIONAL WEEKLY OVEVIEW

Teacher: Green

Class Name: GOVERNMENT

Class Period: 7,8

Unit Topic: The Legislative Branch

Core Standards Covered: SS-HS-1.2.1, 1.2.2

Vocabulary: bicameral legislature, apportioned, gerrymandering, immunity, expulsion, censure, sessions, caucuses, president pro tempore, whip, speaker of the house, implied powers, elastic clause, impeach, treason, bill, appropriation bill, act, filibuster, cloture, veto, pocket veto

Week of:	
Monday	<p>Bell Ringer: Combined with exit on the board using overhead projector. Learning Target: Describe the two houses of Congress; Explain the qualifications, salaries, and rules for members of Congress. Engagement Technique: Create map of House of Representatives based on 1/30,000 ratio. Teaching Strategy Used: Map, Reading work on CH 5-1 Assessment: Completion of map and formative questions 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 two houses of Congress; Explain the qualifications, salaries, and rules for members of Congress. Engagement Technique: Compare/Contrast the two Houses Teaching Strategy Used: Reading work on 5-1 Assessment: Completion of CH 5-1 work 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: Describe the terms and sessions of Congress.; Explain how Congress is organized. Engagement Technique: Section vocabulary Teaching Strategy Used: Students will read and complete work on terms and sessions. Assessment: Completion of CH 5-2 work (Organizational Chart) 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: Describe the types of powers that Congress has.; Explain what limits Congress has on its powers. Engagement Technique: Delegated and Implied Powers Chart Teaching Strategy Used: Partner work on delegated/implied powers chart; individual work on CH 5-3 Assessment: partner chart 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 types of powers that Congress has.; Explain what limits Congress has on its powers. Engagement Technique: Read about Clinton impeachment Teaching Strategy Used: Individual work on CH 5-3 items Assessment: CH 5-3 work completion Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>