

## 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

<b>Week of:</b>	12-8—12-12-14
<b>Monday</b>	<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: Review            Teaching Strategy Used: Review            Assessment: Review with CH 5 sheets            Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Tuesday</b>	<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: Test            Teaching Strategy Used: Test            Assessment: Test CH 5            Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Wednesday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.            Learning Target: Describe the reasons behind the French Revolution.            Engagement Technique: Main idea to CH 6            Teaching Strategy Used: Vocabulary CH 6-1            Assessment: Exit slip            Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Thursday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.            Learning Target: Describe the reasons behind the French Revolution.            Engagement Technique: Go over exit            Teaching Strategy Used: Finish CH 6-1 vocabulary            Assessment: CH 6-1 vocabulary            Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Friday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.            Learning Target: Describe the reasons behind the French Revolution.            Engagement Technique: CH 6-1 reading sheets            Teaching Strategy Used: CH 6-1 reading sheets; CH 6-1 vocabulary            Assessment: Vocabulary assessment            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:** Reconstruction

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

**Vocabulary:** Andrew Johnson, Reconstruction, Radical Republicans, Radical Reconstruction, 13<sup>th</sup> Amendment, 14<sup>th</sup> Amendment, 15<sup>th</sup> 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

<b>Week of:</b>	
<b>Monday</b>	<p>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:                      Assessment: Test on Civil War                      Differentiation:</p>
<b>Tuesday</b>	<p>Bell Ringer: Vocabulary                      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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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: Students will work on Reconstruction terms                      Teaching Strategy Used:                      Assessment: Terms completion.                      Differentiation:</p>
<b>Wednesday</b>	<p>Bell Ringer: Vocabulary                      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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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: Students will work on Reconstruction era through President Johnson.                      Teaching Strategy Used: Individual work and formative questions.                      Assessment: Formative questions and individual work.                      Differentiation:</p>
<b>Thursday</b>	<p>Bell Ringer: Vocabulary                      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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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: Students will work on Reconstruction era through Compromise of 1877.                      Teaching Strategy Used: Individual work and formative questions.                      Assessment: Formative questions and individual work.                      Differentiation:</p>
<b>Friday</b>	<p>Bell Ringer: Vocabulary                      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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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: Discussion on Reconstruction, Johnson, and Freedmen                      Teaching Strategy Used: Discussion format                      Assessment: Formative questions and discussion                      Differentiation:</p>

## INSTRUCTIONAL WEEKLY OVEVIEW

**Teacher:** Green

**Class Name:** US HISTORY

**Class Period:** 6

**Unit Topic:** American West

**Core Standards Covered:** ACT C.1.G/H

**Vocabulary:** Great Plains, Treaty of Ft. Laramie, Sitting Bull, George Custer, Assimilation, Dawes Act, Battle of Wounded Knee, Longhorn, Chisholm Trail, Long Drive, Homesteader Act, Exoduster, Soddy, Morril Act, Bonanza Farm

Week of:	
<b>Monday</b>	<p>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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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: Review for test                      Assessment: Review for test                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Tuesday</b>	<p>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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Wednesday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s.                      Engagement Technique: Main ideas                      Teaching Strategy Used: CH 5 (main book) vocabulary sections 1-2                      Assessment: CH 5 1,2 vocabulary                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Thursday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s.                      Engagement Technique: Go over partial vocabulary                      Teaching Strategy Used: Partner work on questions on Great Plains and Native Americans                      Assessment: 2 day assignment                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Friday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Identify and evaluate the influences on the development of the American West; Analyze significant events for Native American tribes, and their responses to those events in the late 1800s.                      Engagement Technique: Review of settlements and drives                      Teaching Strategy Used: Group work on topic                      Assessment: Take up partner work on Great Plains and Native Americans                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>

## 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:	
<b>Monday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Explain how a bill becomes a law.                      Engagement Technique: Vocabulary CH 5-4                      Teaching Strategy Used: Vocabulary and work from CH 5-4                      Assessment: Work from CH 5-4                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Tuesday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Students will review previous vocabulary.                      Engagement Technique: Students will work with a partner on previous vocabulary.                      Teaching Strategy Used: Review with partner and turn in work on vocabulary                      Assessment: Review sheets                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>
<b>Wednesday</b>	<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>
<b>Thursday</b>	<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>
<b>Friday</b>	<p>Bell Ringer: Combined with exit on the board using overhead projector.                      Learning Target: Explain how Congress is divided and its powers and responsibilities.                      Engagement Technique: Review                      Teaching Strategy Used: Review                      Assessment: Test Review CH 5                      Differentiation: Modifications RE: IEP's; slower pace for non-honors; group work as assigned</p>