

Title : The Physical Geography of the U.S. & Canada (ch. 5)

Teacher: [REDACTED]

Begin Date : 08/20/2012

End Date : 08/24/2012

Subject : American Government

Objectives/Standards :

- AWG1 - Understand the role of the United States in the world system.
- AWG1a - Recognize and explain the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world.
- AWG2 - Understand the physical environments of the world along with the processes that shape them and the problems they present to human occupation and use.
- AWG2a - Explain and analyze the concepts and processes that create, maintain, and modify physical environments around the world and explain the patterns and distributions of physical environmental characteristics that result from those processes.
- AWG2b - Analyze problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution, etc.).
- AWG3 - Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.
- AWG4 - Understand the geographic patterns and processes found around the world.
- AWG4a - Identify the characteristics and interpret the patterns of the geography of the world by using the concepts of geography (e.g., map elements, latitude and longitude, time zones, mental maps, map projections, etc.).
- AWG4b - Use maps and other geographic representations, tools, and technologies (e.g., population pyramids, climographs, geographic information systems, satellite images, aerial photography, etc.) to analyze information to identify problems associated with the processes of interaction among and between the people, places, and environments around the world.
- AWG6d - Identify and explain human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies.
- AWG6e - Identify and analyze the ways in which innovations in transportation and communication networks impact the world.
- AWG6h - Describe the best locations for industries, businesses, services, etc. around the world and within the various world regions, countries, and regions within countries by analyzing information such as market areas, resources, labor supply, etc.
- AWG7 - Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.
- AWG7b - Identify and explain the characteristics, distributions, and migrations of human populations on Earth's surface.
- AWG7c - Identify and analyze the ways in which places and regions contribute to the production of individual and social identity.

Additional Objectives/Standards :

- Monday: Explain how the actions of glaciers alter the physical geography of this region, and what impact did these alterations have on the region's development?
- Tuesday: How might the Dust Bowl have been avoided?
- Wednesday: Create a reasonable argument for/against the use of man-made measures to control the flow of a major river, such as the Mississippi.
- Thursday: Test
- Friday: Portray yourself as a native of another region of the country. Write a letter to your family telling about cultural factors you witnessed in your first day in Caledonia, MS.

Plan :

Anticipatory Set	<p>Monday: Explain how the actions of glaciers alter the physical geography of this region, and what impact did these alterations have on the region's development?</p> <p>Tuesday: How might the Dust Bowl have been avoided?</p> <p>Wednesday: Create a reasonable argument for/against the use of man-made measures to control the flow of a major river, such as the Mississippi.</p> <p>Thursday: Explain the role played by your parents in your belief system's formation, the community, friends, school, etc....</p> <p>Friday: Portray yourself as a native of another region of the country. Write a letter to your family telling about cultural factors you witnessed in your first day in Caledonia, MS.</p>				
Input	<ul style="list-style-type: none"> • Model • Check for understanding • Guided practice • Independent practice • Daily closure 				
	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<ol style="list-style-type: none"> 1. Students will be given a physical map blank to enter physical features of the United States and Canada on. They will be tested in a map quiz on Tuesday. 2. We will discuss major landforms and bodies of water within the U.S. and Canada and their impact on the region. 3. A political map blank will be distributed where students will identify states and major cities. This will also be quizzed. 4. Students will be asked to identify major land features that had a tremendous impact on life in the early U.S. or Canada. They will write a short essay explaining what impact their feature had. 	<ol style="list-style-type: none"> 1. We will compare/contrast the climate regions found in the U.S. and identify features of each. 2. We will examine the climatic events that occur in each region. 3. We will explain why some features are common in some regions and not so much in others (tornadoes, for example). 4. Students will be assigned a state within the U.S. For hw, they will complete a map illustrating population density for each county/province within the state. 5. A map quiz will be given on the physical features of the U.S. and Canada. 	<ol style="list-style-type: none"> 1. A map quiz will be given on states and major cities of the U.S. 2. We will use the population density maps as a springboard to a discussion on the impact of population density on the development of a state and life there. 3. We will discuss reasons for the urbanization of the U.S. 4. Students will create timelines illustrating the expansion of the U.S. 5. They will draw a map illustrating the same. 6. Each student will choose 1 visual artist, 1 musician, and 1 writer and develop a profile of each examining their life, cultural background, and major works. 	<ol style="list-style-type: none"> 1. Each student will present their chosen artist, musician, and author. They are to bring examples of their work. 2. Each student will take notes as the presentations are made. 	<ol style="list-style-type: none"> 1. We will discuss the difference in health care in Canada and the United States. Students will be divided into two groups based on their position on the issue. A debate will be conducted on the topic. Students' performances will be evaluated using a participation rubric. 2. Students will be asked to explain why the U.S. has shifted from agricultural to industrial to service economies and what the impact of such shifts are. 3.
Evidence	<p>Rigor : The causal studies will necessitate that students make judgments on reasons for events.</p>				

Differentiation	<p>Relevance: The health care debate requires them to consider current political environments and issues in forming and defending a position.</p> <p>Peer instruction and a debate give additional opportunities for more learners to be reached.</p>
Interventions	<p>T2 Student initials and intervention conducted</p> <p>T3 Student Initials and intervention conducted</p>

<http://commoncore.org/maps/index.php/maps/>

<http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ccss.htm>

http://www.garlandisonline.net/techtraining/flash_paper/documents/accel/atos.pdf

Homework :

Monday: Physical Features Map
 Tuesday: States/Major Cities Map, population density maps
 Wednesday: Study
 Thursday: Complete population growth graphs
 Friday: N/A

Resources :

text, map blanks, atlas, colored pencils, internet resources

Assessments :

map quizzes, questioning, debate rubric

Administrator Comments :

rb

Mark as Read

Title : Research Paper Unit

Teacher : ██████████

Begin Date : 08/27/2012

End Date : 08/31/2012

Subject : English III

Objectives/Standards :

- 11LA.1 - The student will develop and apply expansive knowledge of words and word meanings to communicate.
- 11LA.3 - The student will produce, analyze, or evaluate effective communication.
- 11LA.3a.1.a - • Determine audience
- 11LA.3a.1.b - • Determine purpose
- 11LA.3a.1.c - • Generate ideas
- 11LA.3a.2.d - • Use paraphrasing for reports and documented papers
- 11LA.3a.3.c - • Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
- 11LA.3a.3.d - • Use available resources (reference materials, technology, etc.)
- 11LA.4 - The student will use Standard English grammar, mechanics, and sentence structure to communicate.
- 11LA.4a. - The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing. (DOK 2)
- 11LA.4b. - The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing. (DOK 2)
- 11LA.4b.1 - Colons to separate sentences when the second sentence explains the first sentence
- 11LA.4b.2 - Parentheses vs. Dashes
- 11LA.4c. - The student will analyze advanced sentence structure in multiple texts in composing or editing to achieve a purpose. (DOK 2)

Additional Objectives/Standards :

Not Defined

Plan :

This lesson plan will cover both English III & AP English Lang classes. Both classes are working at the present moment on the research paper process.

Anticipatory Set	Bellwork is completed each day. Students will answer questions based on the previous day's assignment or on that day's assignment.				
Input <ul style="list-style-type: none"> • Model • Check for understanding • Guided practice • Independent practice • Daily closure <ul style="list-style-type: none"> • Writing 	Monday <ol style="list-style-type: none"> 1. BW 2. Voting for Homecoming Maids 3. Check and review Voc. #3 4. Check the students paper copied Outline 5. We will go to the computer lab to type the title page and outline that is due Tuesday for a test grade <p>HW: Continue working on the research paper project.</p>	Tuesday <ol style="list-style-type: none"> 1. BW - complete a questionnaire on plagiarisim 2. Collect the title page and outline = counts as a test grade 3. Watch a video on plagiarisim. This video will reinforce the red research paper booklet and help students to better understand the research paper process. The focus of the video is on plagiarisim, using parenthetical citations correctly, and organzing notes. 4. Go over the section in the Red Research Paper Booklet on Summarizing, Paraphrasing, and Quoting. Make a chart on the board as a group to distinguish between the information. 	Wednesday <ol style="list-style-type: none"> 1. BW - Complete the activity entitled "Transitioning to College". This activity works on plagiarisim. 2. Finish our discussion and chart on paraphrasing, summarizing, and Quoting 3. Hand out "How to make a Quote Sandwich" 4. Complete the Practice Summary Activity. The students will be given an article and we will practice reading and summarizing in within groups. They will be asked to read the paper and then write a summary. They will then share their summary with another person in the group. That person will determine if this person plagiarized this assignment. <p>HW: Same as Monday</p>	Thursday <ol style="list-style-type: none"> 1. BW - Subject Area Test Question Day - students will be given 5 questions on the prometean board that they will need to answer. They are to place these particular answers on a seperate sheet of paper that will be graded. This will count as part of their bellwork, but I will check the answers of those that have not passed the subject area test. This will help me to see what areas they are still weak in. This paper will be stored in their folder. I will also, after papers are in the box, go over the answers with the students as reinforcement. 2. Finish anything that we did not finish from yesterday's class. 3. View 2 Downloadable (we may only view one if time is short) short videos on plagiarisim. http://www.youtube.com/watch?v=4PQ5vqxDoPU and http://www.youtube.com/watch?v=64o8z2qxf3A 3. Hand out pink sheets with more citation information. 4. Discuss what the Works Cited should look like and the information they should be gathering in order to complete his assignment. Revisit Easyib with them. 	Friday <ol style="list-style-type: none"> 1. We will meet in the computer lab on this day to type their Works Cited page. This is due on Tuesday and counts as a test grade.
	At least 1 graded writing activity per week-all grades-all subjects				
Evidence	Brainstorming, Demonstration, Group Discussion, Guided Practice, Instructional Technology, Lecture, Research, Video, Writing				
Differentiation	Instruction will be presented in a few different ways this week. Part of the week, the students will be exposed to lecture while following along and working examples. Students will also be exposed to some of the lessons by taking notes from the prometean board and by helping me complete info on the prometean board. Students will be encouraged to show work through a variety of different avenues this week. They will be given the opportunity to work individually on an assignment as well be allowed to complete assignments within a group. They will participate in questioning (using the whole class approach) and will also be formatively assessed through their papers that they have to submit this week. They will also work in the computer lab on typing and continued research this week. I will be available to help them synthesize all the information that they have acquired.				
Interventions	currently do not have a list of tier students, but the following interventions will be implemented:				
	<ul style="list-style-type: none"> • notes typed up for student • after school tutoring on Thursday afternoon • instruction is broken down into manageable steps • break tutoring is available upon request for all Tier 2 students. 				

Title : U.S. Chp. 4 The Industrial Revolution

Teacher : ██████████

Begin Date : 08/20/2012

End Date : 08/24/2012

Subject : us history

Objectives/Standards :

- USH.1c - Explain and analyze the expansion of federal powers. (DOK 3)
- USH.2a - Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)
- USH.2b - Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and imminent domain). (DOK 2)
- USH.5a - Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th century. (DOK 3)
- USH.5b - Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor's effectiveness in achieving its goals. (DOK 3)
- USH.6 - Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.
- USH.6a - Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)
- USH.6c - Critique the government's use of tariffs and trade agreements. (DOK 3)
- USH.7c - Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)

Additional Objectives/Standards :
Not Defined

Plan :

Anticipatory Set	Students will watch an introduction film on how the Industrial Revolution changed the way cities began to look in the late 1800's. Next the teacher will ask the students to list 10 things they already know about the Industrial Revolution. Then the teacher will discuss what would life be like today with out those changes.				
Input	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Anticipatory Set</p> <p>The students can evaluate factors leading to U.S. industrialization in the late 19th and early 20th centuries (DOK3). The teacher will assign books and have students complete a guided reading worksheet on the Technology and Industrial Growth of the Industrial Revolution. At the end of class the students can discuss and evaluate the factors that led to the industrial growth.</p> <p>Closure: Students will answer questions orally based off of today's discussion.</p>	<p>Bell Ringer: Students will read a quote from Carnegie and write about why he believed that a man who dies rich is a "disgrace".</p> <p>The students can explain and analyze the expansion of federal powers and how this allowed for big businesses and businessmen to rise during the late 19th and early 20th centuries.</p> <p>Closure: Students will complete a venn diagram comparing Andrew Carnegie and vertical consolidation to John Rockefeller and horizontal consolidation.</p>	<p>Bell Ringer: Students will answer a SATP multiple choice question on yesterday's lesson.</p> <p>The students can watch a film on the building of the Transcontinental Railroad and how it impacted American society.</p> <p>Closure: Following the film the students will complete a quiz (DOK2/3).</p>	<p>Bell Ringer: Students will answer a SATP multiple choice question on yesterday's lesson.</p> <p>The students can explain conditions that led to organized labor and analyze the results of the labor strike during the late 19th and early 20th centuries (DOK2/3).</p> <p>Closure: The students will write a letter to a friend as if they had participated in one of the strikes and describe the event.</p>	<p>Students will complete a test on Chp. 4 The Industrial Revolution (DOK3).</p>
	Venn Diagram and letter about the labor strikes				
Evidence	Rigor Analyzing, Explaining, Comparing&Contrasting Relevance Students will be able to understand how a capitalist system developed in the U.S. and the role the government has played by passing tariffs. Students will also be able to recognize how life would be much different with out the inventions of the late 19th and early 20th centuries.				
Differentiation	Film, venn-diagram, and letter				
Interventions	Falling students will be required to come to TA for tutoring.				

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Homework :

Monday: Make sure students finish reading guide sheet on Chp. 4 Section 1

Tuesday: Complete Venn Diagram

Thursday: Complete letter and study for test

Friday: Test on Chp. 4

Resources :
notes, film, worksheets, book

Assessments :
Teacher observation of student participation during discussions and lectures (DOK1-3)

Title : English III

Teacher : ██████████

Begin Date : 09/04/2012

End Date : 09/07/2012

Subject : English I

Objectives/Standards :

- 10LA.1 - The student will develop and apply expansive knowledge of words and word meanings to communicate.
- 10LA.2 - The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
- 10LA.3 - The student will produce, analyze, and evaluate effective communication.
- 10LA.4 - The student will use Standard English grammar, mechanics, and sentence structure to communicate.

Additional Objectives/Standards :
Not Defined

Plan :

Anticipatory Set	What is the relationship between place and literature? What makes American literature "American"?				
Input	Monday	Tuesday	Wednesday	Thursday	Friday
	school holiday	<p>BELLRINGER: ACT QUESTION</p> <p>Students will be allowed class time to finish their unit test from Friday.</p> <p>Students will finish their tests. The teacher will monitor student progress and provide assistance as needed.</p> <p>When students finish their test, they will work on a sentence fragment and run-on exercise from the grammar book. Students will turn this in for a daily grade.</p> <p>The teacher will monitor student progress.</p>	<p>BELLRINGER: ACT QUESTION</p> <p>The teacher will go over unit 2 vocabulary. The teacher will provide a powerpoint for students to take notes on each new word.</p> <p>The teacher will discuss and pronounce words for student understanding.</p> <p>Students will copy down each word, pronounce it, and work together as a group to put the word in a sentence.</p> <p>The teacher will provide assistance as needed.</p>	<p>BELLRINGER: ACT QUESTION</p> <p>The class will finish reading Of Plymouth Plantation.</p> <p>Because of text complexity, the teacher will read the text to the class and discuss any areas that are difficult for students.</p> <p>When the class is finished reading, the teacher will ask students to get out the all-in-one student workbook to take notes and answer questions that are based on the Journal.</p> <p>The teacher will walk students through each question and discuss different interpretations of the text with students.</p> <p>Students will take notes and answer questions in their workbook.</p>	<p>BELLRINGER: ACT QUESTION</p> <p>The teacher will read a new piece of informational text with the students.</p> <p>Students will begin reading Sinners in the Hands of an Angry God.</p> <p>The teacher will begin by introducing students to Jonathan Edwards and William Bradstreet, famous men of this time.</p> <p>The teacher will provide a powerpoint on the above authors.</p> <p>Students will take notes from the powerpoint.</p> <p>The class will begin reading Sinners at the Hands of an Angry God.</p> <p>The teacher will pause at certain intervals and explain text for student understanding.</p>
	At least 1 graded writing activity per week-all grades-all subjects				
Evidence	Rigor reading and comprehending complex informational text Relevance excerpts go hand in hand with U.S. History state test				
Differentiation	lecture, powerpoint, reading text, individual practice				
Interventions	increased prompts and cues, increased opportunities to engage				

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http://www.garlandisonline.net/techtraining/flash_paper/documents/accel/atos.pdf

Homework :

Wednesday Vocab homework

Resources :

textbook, internet, powerpoint, workbooks

Assessments :

student participation, vocab homework, test

Administrator Comments :

Mark as Read