

WEEK: 1/31-2/4

Teacher: Arias

Course: World History

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY											
Sync hron ous Start Time	Early release 1 period: 8:20 a.m.-9:00 a.m. 2 nd period: 9:05-9:45 a.m. 8 th period: 12:50 p.m.-1:30 p.m	1 st period: 8:20 a.m. 2 nd period: 9:18 a.m. 8 th period: 2: 38 p.m.	LATE START WEDS. 1 st period: 10:20-11:00 a.m.. 2 nd period: 11:05 a.m.-11:45 a.m. 8 th period: 2:50 p.m.-3:30 p.m.	1 st period: 8:20 a.m. 2 nd period: 9:18 a.m. 8 th period: 2: 38 p.m. RISE times 7:30 a.m.-8:10 a.m./3:30-4:00 p.m. Make up quizzes or tests can be scheduled for Anchor Time via email and an email confirmation from Mrs. Arias	1 st period: 8:20 a.m. 2 nd period: 9:18 a.m. 8 th period: 2: 38 p.m.											
Syn chro nous Plan	Review and finish cooperative group work on Voltaire, Rousseau, and John Locke.	Absolutism and Monarch guided notes What is Absolutism? <u>Watch video</u> on the Palace of Versailles: https://www.youtube.com/watch?v=X235vpOToVU&index=1&list=WL <u>Sign up for Monarch Meme</u> in pairs of your choice, no more than two in a group. People can work alone only if every monarch is only signed up for twice. Choices of monarchs: <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>Monarch</th></tr></thead><tbody><tr><td>1. Louis XIV</td></tr><tr><td>2. James I</td></tr><tr><td>3. Elizabeth I</td></tr><tr><td>4. Phillip II</td></tr><tr><td>5. Ivan the Terrible</td></tr><tr><td>6. Peter the Great</td></tr><tr><td>7. Frederick II</td></tr><tr><td>8. Joseph II</td></tr><tr><td>9. Catherine the Great</td></tr><tr><td>10 Tokugawa Ieyasu</td></tr></tbody></table>	Monarch	1. Louis XIV	2. James I	3. Elizabeth I	4. Phillip II	5. Ivan the Terrible	6. Peter the Great	7. Frederick II	8. Joseph II	9. Catherine the Great	10 Tokugawa Ieyasu	Take questions on Memes mini-project	What makes an absolute monarch enlightened? Explain Flexible Learning Stations.	Continue Flexible learning stations based on readiness.
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Asy nchr ono us Plan	Complete Ideas and Impact on Enlightenment thinkers using power point and Textbook. Catch up on any work you are missing including the Syllabus analysis and Procedures & Protocols Chart.	Monarch Memes mini project (Minor Grade) <u>Enrichment activities:</u> http://www.youvisit.com/tour/versailles https://www.youtube.com/watch?v=X235vpOToVU&index=1&list=WL	Finish memes	Flexible Learning Stations: Study Guide	Finish Flexible Learning Stations Study Guide Scientific Revolution, Enlightenment, and Absolutism Test on Monday.
Graded Assi gnm ents Gra ded	Procedures & Protocols Chart (not a grade but required)		Monarch Memes mini project (Minor Grade) due by 11:59 p.m.		

<p>Standards Covered</p> <p>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p>	<p>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p>SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great</p>	<p>SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great</p>	<p>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p>SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great</p>	<p>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p>SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great</p>
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