



# Weekly Lesson Plans



Course:

Period(s):

Teacher(s):

If you have questions, please feel free to email me: @greenville.k12.sc.us or leave me a message at 355-

Why is this course important?

Link to Course Syllabus

Link to Course Standards

| Quarter 1                          |                                        | Quarter 2                               |                                     |
|------------------------------------|----------------------------------------|-----------------------------------------|-------------------------------------|
| <a href="#">Week 1 Aug 11 - 15</a> | <a href="#">Week 6 Sept 15 - 19</a>    | <a href="#">Week 10 Oct 13 - 17</a>     | <a href="#">Week 15 Nov 17 - 21</a> |
| <a href="#">Week 2 Aug 18 - 22</a> | <a href="#">Week 7 Sept 22 - 26</a>    | <a href="#">Week 11 Oct 20 - 24</a>     | <a href="#">Week 16 Nov 24 - 28</a> |
| <a href="#">Week 3 Aug 25 - 29</a> | <a href="#">Week 8 Sept 29 - Oct 3</a> | <a href="#">Week 12 Oct 27 - Oct 31</a> | <a href="#">Week 17 Dec 1 - 5</a>   |
| <a href="#">Week 4 Sept 1 - 5</a>  | <a href="#">Week 9 Oct 6 -10</a>       | <a href="#">Week 13 Nov 3 - 7</a>       | <a href="#">Week 18 Dec 8 - 12</a>  |
| <a href="#">Week 5 Sept 8 - 12</a> |                                        | <a href="#">Week 14 Nov 10 - 14</a>     | <a href="#">Dec 15 - 19</a>         |

Week: Aug 11 - 15

Unit(s):

|                           | Monday                                                                                                                                                                                                                                                                                                                                                      | Tuesday                                                                                                          | Wednesday                                                                                       | Thursday                                                                                                                 | Friday                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Agenda                    | Syllabus<br>Rules<br>Expectations<br>Getting to know activity                                                                                                                                                                                                                                                                                               | Bell Ringer<br>Notes: Magna Cara<br>Plague<br>"Oh Rats" activity                                                 | Finish "Oh Rats"<br>Start Vocabulary Unit 1                                                     | Pre-Test<br>Review for quiz<br>Renaissance Chart                                                                         | <b>Vocabulary Quiz</b><br>Notes Renaissance<br>Printing Press DBQ                                                                  |
| Work<br>to Submit         | Moon activity                                                                                                                                                                                                                                                                                                                                               | Oh Rats                                                                                                          | Oh Rats<br>Start Vocabulary                                                                     | Renaissance chart                                                                                                        | Printing Press DBQ                                                                                                                 |
| Learning<br>Target        | Students will be able to identify important elements in the syllabus to be successful.                                                                                                                                                                                                                                                                      | Students will analyze the impact of the Bubonic Plague by going over notes and completing a storyboard activity. | Students will identify important terms associated with Unit 1 by completing a vocabulary chart. | Students will be able to identify why the Renaissance began in Italy by going over notes and completing a graphic chart. | Students will analyze the impact the Renaissance had on Europe by going over notes and completing a reading on the printing press. |
| Standards<br>for the Week | MWH.1.CE Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe. This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world. |                                                                                                                  |                                                                                                 |                                                                                                                          |                                                                                                                                    |



Week: Aug 18 - 22

Unit(s): Renaissance/ Reformation/ Henry VIII

Agenda

Work  
to Submit

Learning  
Target

Standards  
for the Week

| Monday                                                                                                                                      | Tuesday                                                                         | Wednesday                                                                                 | Thursday                                                         | Friday                                                                |
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| Crashcourse<br>Notes<br>Printing Press activity                                                                                             | CrashCourse<br>Notes<br>Reformation DBQ                                         | Henry VIII Ted Ed<br>Notes<br>Henry VIII Graphic<br>Organizer                             | Study Guide                                                      | Test<br>Start Unit 2 vocabulary                                       |
| Printing Press                                                                                                                              | DBQ                                                                             | Graphic Organizer                                                                         | Study Guide                                                      | Test                                                                  |
| Students will be able to analyze why the Renaissance moved to N. Europe by going over notes and completing a reading on the printing press. | Students will identify factors that led to the Reformation by going over notes. | Students will analyze how Henry VIII changed the Church of England by completing a chart. | Students will review Unit 1 content by completing a study guide. | Students will demonstrate their knowledge on Unit 1 by taking a test. |

MWH.1.CE Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe. This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world.



Week: Aug 25 - 29

Unit(s):Exploration and Colonization

|                    | Monday                                                                                                                             | Tuesday                                                                                                             | Wednesday                                                                                                                      | Thursday                                                                               | Friday                                                                                                                                           |
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| Agenda             | Unit 2 vocabulary<br>Quiz Tuesday<br>Continuity or Change<br>Activity<br>Unit 2 notes                                              | Review Gallery Walk<br>CC Exploration<br>Unit 2 notes<br>Digital notebook                                           | Digital Notebook on age<br>of exploration                                                                                      | Vocabulary quiz<br>Unit 2 Notes<br>New World Flyer                                     | "Mankind the Story of All<br>of Us" video<br>Students will fill out a<br>chart while watching                                                    |
| Work<br>to Submit  | Gallery walk chart                                                                                                                 | Digital notebook                                                                                                    | Age of Exploration                                                                                                             | New World Flyer                                                                        | Video Chart                                                                                                                                      |
| Learning<br>Target | Students will learn the<br>lasting impacts of new<br>thinking and tech from<br>the Renaissance by<br>completing a gallery<br>walk. | Students will analyze the<br>impact of exploration left<br>on the New World by<br>working on a digital<br>notebook. | Students will identify<br>important terms and<br>people from the Age of<br>Exploration by<br>completing a digital<br>notebook. | Students will<br>demonstrate their<br>knowledge of Exploration<br>by creating a flyer. | Students will identify<br>important people, places,<br>tools, etc from the Age of<br>Exploration by watching<br>video and completing a<br>chart. |

Standards  
for the Week

MWH.1.P Summarize the motivations of worldwide exploration and influence of exploration on world civilizations.



Week: Sept 1 - 5

Unit(s): Age of Exploration

|                        | Monday<br>School Holiday                                                                                                                                                                                                                                                                                                                                                                                         | Tuesday                                                                                         | Wednesday                                                                                   | Thursday                                                                                                       | Friday                                                                                |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Agenda                 |                                                                                                                                                                                                                                                                                                                                                                                                                  | CrashCourse The Atlantic Slave Trade Notes DBQ                                                  | CC Columbia Exchange DBQ Columbia Exchange Notes                                            | Notes Review for Test                                                                                          | Test Unit 3 vocabulary                                                                |
| Work to Submit         |                                                                                                                                                                                                                                                                                                                                                                                                                  | DBQ Atlantic Slave Trade                                                                        | DBQ Columbia Exchange Review Sheet                                                          | Review Sheet                                                                                                   | Test                                                                                  |
| Learning Target        |                                                                                                                                                                                                                                                                                                                                                                                                                  | Students will be able to examine the triangle trade and Columbian Exchange by working on a DBQ. | Students will understand how the Columbian Exchange impacted the world by working on a DBQ. | Students will be able to list key contributing factors to the Age of Exploration by working on a review sheet. | Students will demonstrate their knowledge on the Age of Exploration by taking a test. |
| Standards for the Week | MWH.1.P Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations. This indicator was developed to encourage inquiry into the interactions between the European countries, pre-Columbian societies, the world-wide enslavement of native peoples, as well as individual Asian societies focusing on trade, exploration, and the emergence of an imperial world. |                                                                                                 |                                                                                             |                                                                                                                |                                                                                       |



Week: Sept 8 - 12

Unit(s):

Agenda

| Monday                                                       | Tuesday                                                                             | Wednesday                                                                           | Thursday                                                                                              | Friday                                                             |
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| Vocabulary Unit 3<br>CC: Absolutism<br>Notes: Absolutism     | CrashCourse: 17th<br>Century Crisis<br>Notes<br>Finish Vocabulary/ Map              | Vocabulary Quiz<br>CrashCourse: Absolute<br>Monarch<br>Picture Reference<br>Notes   | Crashcourse: Absolute<br>monarchy<br>Notes<br>A day in the life of King<br>Louis XIV                  | Study guide review<br>Flash Cards on key<br>people and vocabulary  |
| Vocabulary                                                   | Finish Vocabulary/ Map                                                              | Vocabulary/ map<br>checked at start of class<br><br>Quiz                            | Reading                                                                                               | Flash Cards                                                        |
| Students will preview<br>Unit 3 by working on<br>vocabulary. | Students will understand<br>the rise of absolute<br>monarchs by reviewing<br>notes. | Students will understand<br>the rise of absolute<br>monarchs by reviewing<br>notes. | Students will be able to<br>identify why King Louis<br>XIV personified the<br>perfect Absolute ruler. | Students will review Unit<br>3 by working on their<br>study guide. |

Work  
to Submit

Learning  
Target

Standards  
for the Week

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| Empty space for standards |
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| Week: Sept 15 - 19 | Unit(s): |
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|                 | Monday                                                                              | Tuesday                                                                                                                                | Wednesday                                                                                                        | Thursday                                                    | Friday                                                               |
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| Agenda          | CrashCourse: The rise of Prussia/Russia<br>Notes<br>DBQ                             | Check Flash Cards/<br>Louis comic<br>CrashCourse<br>Notes<br>Compare/Contrast<br>English Bill of Rights vs.<br>American Bill of Rights | Comparing English Bill of Rights to 4th,6th Amendment<br>Notes<br>Finish Study Guide                             | Review game<br><br>Study Flash Cards/<br>Study Guide        | Test Unit 3                                                          |
| Work to Submit  | Peter the Great DBQ<br>Finish Flash Cards/Study Guide                               | Key Documents                                                                                                                          | Study Guide<br>English Bill of Rights                                                                            | Review Game                                                 |                                                                      |
| Learning Target | Students will learn about the rise of Prussia/Russian monarchs by working on a DBQ. | Students will be able to understand key similarities b/t the American Bill of Rights and English Bill of Rights.                       | Students will be able to understand key similarities b/t the American Bill of Rights and English Bill of Rights. | Students will review for the test by playing a review game. | Students will demonstrate their knowledge on Unit 3 by taking a test |

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| Standards for the Week |  |
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| Week: Sept 22 - 26 | Unit(s):Enlightenment |
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|                           | Monday                                                                                               | Tuesday                                                            | Wednesday                                                                                                 | Thursday                                                                                                  | Friday                                                                     |
|---------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Agenda                    | Crashcourse<br>Scientific Revolution<br>Notes<br>Cartoon Galileo<br>discovering Copernicus<br>Theory | Unit 4 vocabulary flash<br>cards                                   | Students will work on<br>“Your Guide to<br>Enlightenment<br>Philosophers”                                 | Finish Enlightenment<br>Philosophy books<br>Introduce Project                                             | Time to work on projects                                                   |
| Work<br>to Submit         | Cartoon                                                                                              |                                                                    |                                                                                                           |                                                                                                           |                                                                            |
| Learning<br>Target        | Students will learn about<br>the Scientific Revolution<br>by reviewing notes.                        | Students will make flash<br>cards for Unit 4 on<br>Google Slides . | Students will learn about<br>influential philosophers<br>of the Enlightenment by<br>working on a booklet. | Students will learn about<br>influential philosophers<br>of the Enlightenment by<br>working on a booklet. | Students will learn about<br>the Enlightenment by<br>working on a project. |
| Standards<br>for the Week |                                                                                                      |                                                                    |                                                                                                           |                                                                                                           |                                                                            |

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| Week: Sept 29 - Oct 3 | Unit(s): |
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| <div> <div>Agenda</div> <div>Work to Submit</div> <div>Learning Target</div> </div> | Monday                                                                          | Tuesday                                                                         | Wednesday                                                                       | Thursday                                                                             | Friday                                                                            |
|                                                                                     | Project                                                                         | Project                                                                         | 30min to finish project and turn in.<br><br>Start Unit 5 vocabulary             | 30 min to complete Unit 5 vocabulary<br>CrashCourse French Revolution<br>Start Notes | Unit 5 vocabulary quiz<br>Crash Course Notes<br>Old French Order                  |
|                                                                                     |                                                                                 |                                                                                 |                                                                                 |                                                                                      |                                                                                   |
|                                                                                     | Students will learn how the Enlightenment influenced the American Constitution. | Students will learn how the Enlightenment influenced the American Constitution. | Students will learn how the Enlightenment influenced the American Constitution. | Students will preview Unit 5 French Revolution by working on vocabulary.             | Students will learn about the beginnings of the French Revolution by working on a |

Standards  
for the Week

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Week: Oct 6 -10

Unit(s): French Revolution

|                 | Monday                                                                               | Tuesday | Wednesday                                                                | Thursday                                                                 | Friday<br>End of Q1 Grading Period                                                     |
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| Agenda          | Discuss grades with students individually<br>Crash Course<br>PP<br>Estates, Timeline | PSAT    | Video: Tennis Court<br>Notes<br>Cause Effect of Revolution               | Notes<br>Study guide Part 1                                              | Napoleon Crash Course<br>Notes<br>DBQ                                                  |
| Work to Submit  | Estates Timeline                                                                     |         | Cause Effect                                                             |                                                                          | DBQ                                                                                    |
| Learning Target | Students will understand the cause and effects of the French Revolution.             |         | Students will understand the cause and effects of the French Revolution. | Students will understand the cause and effects of the French Revolution. | Students will understand the rise and fall of the Napoleon Empire by working on a DBQ. |

Standards  
for the Week

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Week: Oct 13 - 17

Unit(s): French Revolution, American Civil War

Agenda

Work  
to Submit

Learning  
Target

| Monday    | Tuesday                                                                                | Wednesday                                                                                                | Thursday                                                                             | Friday                                                                       |
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| No school | Crash Course: Fall of Napoleon<br>Notes<br>Finish Study Guide<br>Review Game           | Review                                                                                                   | Test                                                                                 | Civil War Packet                                                             |
|           | Study Guide                                                                            | Review                                                                                                   | Test                                                                                 |                                                                              |
|           | Students will understand the rise and fall of the Napoleon Empire by working on a DBQ. | Students will demonstrate their knowledge on the cause and effects of the French Revolution by playing a | Students will demonstrate their knowledge on the French Revolution by taking a test. | Students will learn about the American Civil War by working on a DBQ packet. |

Standards  
for the Week

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|  |  | review game. |  |  |
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Week: Oct 20 - 24

Unit(s):

Agenda

Work  
to Submit

| Monday<br>Q1 Report Card      | Tuesday    | Wednesday  | Thursday                                                   | Friday       |
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| Civil War Packet              | Vocabulary | Vocabulary | Gallery Walk Notes<br>Complete section 1 of<br>study guide | Gallery Walk |
| Civil War Packet Due<br>today | Vocabulary |            | Notes                                                      |              |

Learning  
Target

|                                                                              |                                                              |  |                                                                                                                                                            |  |
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| Students will learn about the American Civil War by working on a DBQ packet. | Students will preview unit 6 by working on their vocabulary. |  | SWBAT describe how changes in agriculture helped spark the Industrial Revolution and analyze why it began in Britain when completing a gallery walk notes. |  |
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Standards  
for the Week

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| Week: Oct 27 - Oct 31 | Unit(s): Industrialization |
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Agenda

| Monday                                             | Tuesday                                             | Wednesday                                 | Thursday | Friday     |
|----------------------------------------------------|-----------------------------------------------------|-------------------------------------------|----------|------------|
| Notes<br>Compare/ Contrast<br>Fill out Study Guide | CrashCourse<br>Notes<br>Drag and drop<br>assignment | Review<br>Review Game<br>Study Vocabulary | Test     | Vocabulary |



Work  
to Submit

Learning  
Target

Standards  
for the Week

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|                                                                                                    |                                                                                                          |  |                                                                                  |                                                          |
| Students will be able to compare Communism vs. Capitalism by filling out a compare/contrast chart. | Students will be able to understand the impact the second phase of Industrialization by reviewing notes. |  | Students will demonstrate their knowledge on Industrialization by taking a test. | Students will preview WW1 unit by working on vocabulary. |

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| Week: Nov 3 - 7 | Unit(s): |
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| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <div> <div>Agenda</div> <div>Work to Submit</div> <div>Learning Target</div> </div> |  |  |  |  |  |
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|                                                                                     |  |  |  |  |  |
| Standards for the Week                                                              |  |  |  |  |  |

|                           | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------|---------|-----------|----------|--------|
| Agenda                    |        |         |           |          |        |
| Work<br>to Submit         |        |         |           |          |        |
| Learning<br>Target        |        |         |           |          |        |
| Standards<br>for the Week |        |         |           |          |        |

Week: Nov 17 - 21

Unit(s):

|                        | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--------|---------|-----------|----------|--------|
| Agenda                 |        |         |           |          |        |
| Work to Submit         |        |         |           |          |        |
| Learning Target        |        |         |           |          |        |
| Standards for the Week |        |         |           |          |        |

Week: Nov 24 - 28

Unit(s):

|                                                           |  | Monday | Tuesday | Wednesday<br>School Holiday | Thursday<br>School Holiday | Friday<br>School Holiday |
|-----------------------------------------------------------|--|--------|---------|-----------------------------|----------------------------|--------------------------|
| Agenda<br><br>Work<br>to Submit<br><br>Learning<br>Target |  |        |         |                             |                            |                          |
|                                                           |  |        |         |                             |                            |                          |
|                                                           |  |        |         |                             |                            |                          |
| Standards<br>for the Week                                 |  |        |         |                             |                            |                          |

Week: Dec 1 - 5

Unit(s):

|                           | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------|---------|-----------|----------|--------|
| Agenda                    |        |         |           |          |        |
| Work<br>to Submit         |        |         |           |          |        |
| Learning<br>Target        |        |         |           |          |        |
| Standards<br>for the Week |        |         |           |          |        |

Week: Dec 8 - 12

Unit(s):

|                           | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------|---------|-----------|----------|--------|
| Agenda                    |        |         |           |          |        |
| Work<br>to Submit         |        |         |           |          |        |
| Learning<br>Target        |        |         |           |          |        |
| Standards<br>for the Week |        |         |           |          |        |

Week: Dec 15 - 19

Unit(s):

|                           | Monday | Tuesday | Wednesday | Thursday | Friday<br>End of Q2 Grading Period<br>Half Day for Students |
|---------------------------|--------|---------|-----------|----------|-------------------------------------------------------------|
| Agenda                    |        |         |           |          |                                                             |
| Work<br>to Submit         |        |         |           |          |                                                             |
| Learning<br>Target        |        |         |           |          |                                                             |
| Standards<br>for the Week |        |         |           |          |                                                             |