



Aynor High School



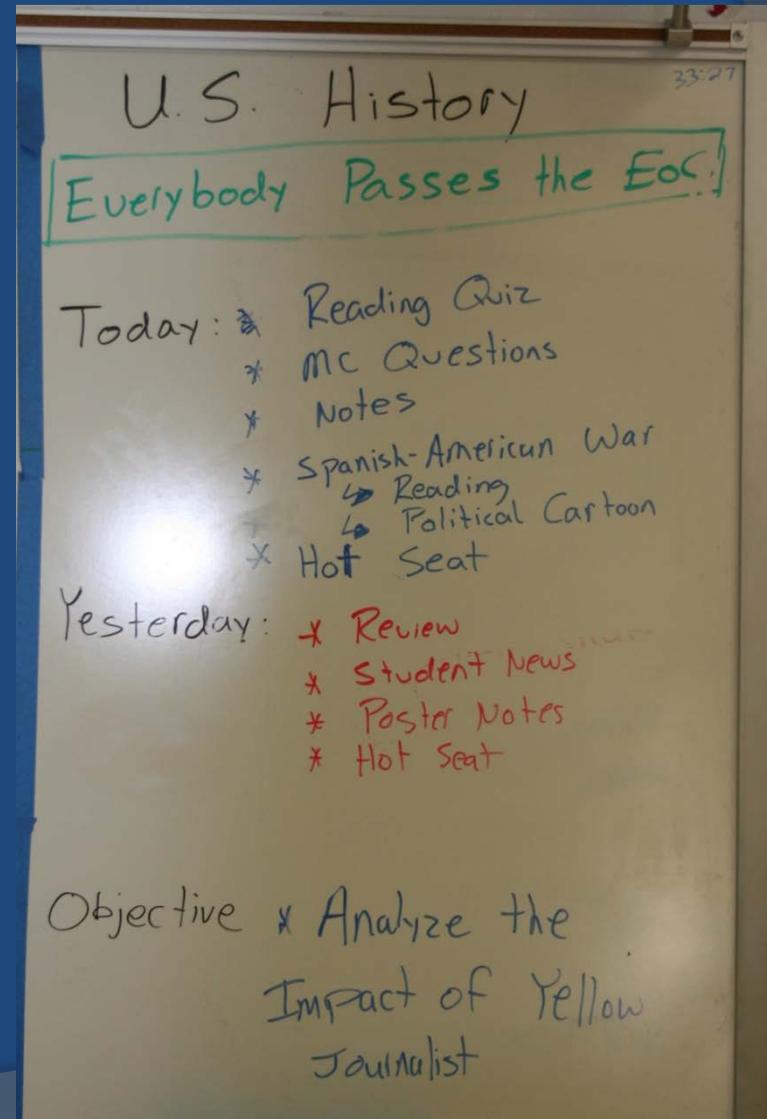
Andy Bobier- U.S. History  
Third Year Teacher

# My Goals Today

- To show you what I do (Our Routine)
- Describe some different ways to teach material
- Help you take away new teaching methods and instructional strategies to use in classrooms
- Show you my general pacing guide
  - Days I spend on each standard

# Daily Routine

- ◉ What we do on a daily basis
  - Assignment Sheets/ Introduce Day
  - Warm-up/ Review
  - Primary Lesson
  - Closing/ Review



# Warm-ups/Beginning of Class



- Fill out Assignment Sheets
- Review Sheet
- Reading Quizzes
- Multiple Choice Practice (NY Regents)
- Notes (Direct and PowerPoint)
- Videos

Constant review/ repetition of material new and old  
“Drill and Kill!”

# Primary Lessons

- Rotate through my basic teaching strategies (about once every chapter)
  - Group Notes
    - (Student Centered learning)
  - Poster Notes
    - (Non-visual representation)
  - Think Pair/ Share
    - (Analyzing and Ranking information)
  - T-Charts
    - (Compare and Contrast)



# Closing/ Review



- Quick Writes
  - Journals, stories, 4 Horsemen
- HOT Seat!
- No Name Game
- Trashketball (Used for test review)
- Exit Slip

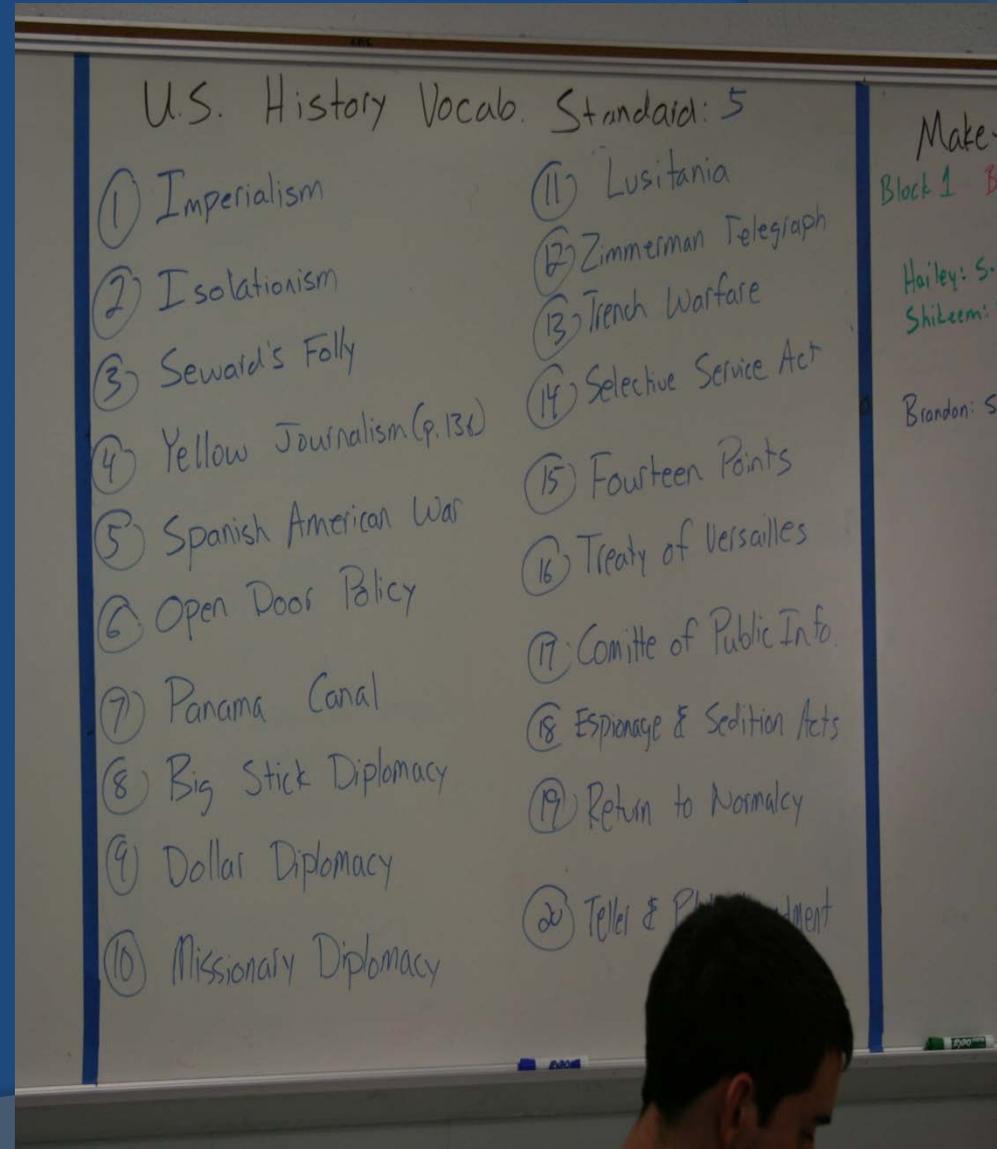
# Transitioning

- I do anywhere from 5-8 different types of activities per day
  - No down time (except our break)
  - Allows for a variety of Instructional strategies

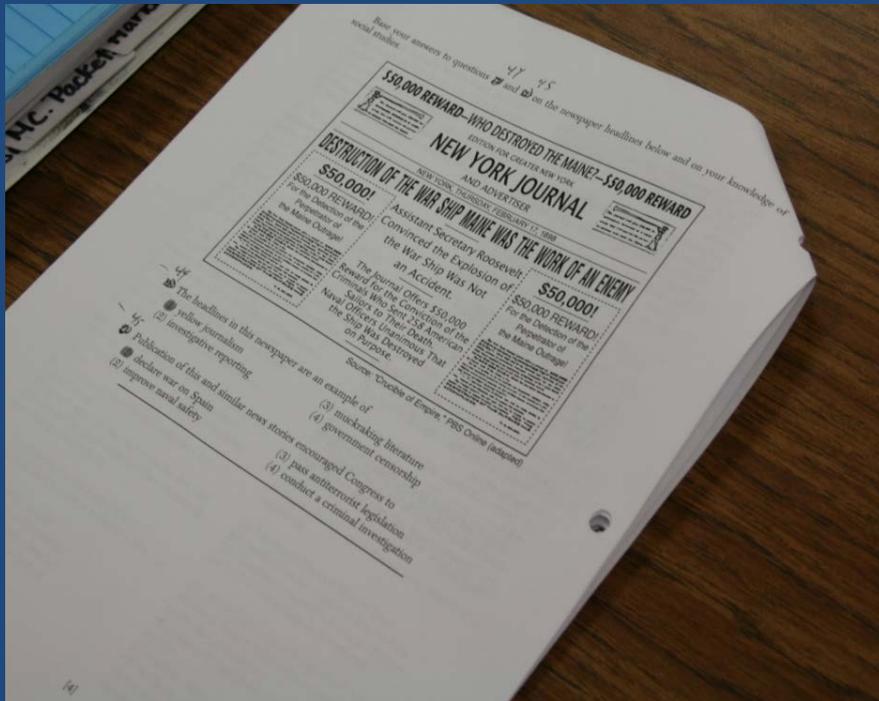


# Outside School Work

- Homework 2-3 times a week
  - Outline notes from book
    - Reading Quizzes next day
  - Vocabulary Note Cards
    - 20-30 terms a section
    - Quiz on terms every standard



# Teaching Materials



Released Items for the NY Regents Exam

- Textbook- Passing the South Carolina EOC
  - Every student gets one to take home
- Multiple Choice Question Packets
  - Every student gets one for every standard
- Planning Book
  - Has everything I do everyday so I can go back

# Passing the SOUTH CAROLINA



## US History and the Constitution End of Course Test

Daily Lesson Plans

Teacher: A. Bobiel Dates: 2/4 - 2/8  
 Subject: U.S. History Period(s): 1, 3, 4 Part 1

Day	HCSD Standards	Objectives: After completion of this lesson, the student will be able to:	Daily Warm-ups / Teacher-Directed Instruction Procedures / Activities / Explorations / Projects
Mon. 2/4		Compare & contrast Hamilton & Jefferson ideas for nation	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Notes</li> <li>Hamilton vs. Jefferson to chart</li> <li>MC questions</li> <li>Hot seat activity</li> </ul>
Tues. 2/5			<ul style="list-style-type: none"> <li>MC questions</li> <li>story of US</li> <li>Discussion</li> <li>Review</li> </ul>
Wed. 2/6		Analyze Constitutional Convention	<ul style="list-style-type: none"> <li>Reading Quiz</li> <li>MC Question</li> <li>Notes → Constitutional Convention</li> <li>Washington story</li> <li>→ Newburgh</li> <li>→ Sign. Hot Seat</li> </ul>
Thurs. 2/7		Analyze Branches of government	<ul style="list-style-type: none"> <li>circle pamphlet on 3 Branches</li> <li>Test review sheet</li> </ul>
Fri. 2/8		Compare & contrast 3 branches of Govt	<ul style="list-style-type: none"> <li>Warm-up</li> <li>to tell me questions about what you learned</li> <li>MC questions</li> <li>Notes</li> <li>Trifold sheet</li> </ul>

Daily Lesson Plans

Teacher: A. Bobiel Dates: 2/4 - 2/8  
 Subject: U.S. History Period(s): 1, 3, 4 Part 2

Day	Classwork / Homework	Materials	Evaluation	Reflection
Mon.				
Tues.	<ul style="list-style-type: none"> <li>HW</li> <li>Test 2/2</li> </ul>	<ul style="list-style-type: none"> <li>Story of US</li> <li>Oral I</li> <li>Readings</li> </ul>		
Wed.	<ul style="list-style-type: none"> <li>Test 2/1</li> <li>Notes</li> <li>2/2/2</li> </ul>	<ul style="list-style-type: none"> <li>Newbury story</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> <li>CC</li> <li>→ Art &amp; Writing</li> <li>→ Per</li> <li>→ Great Compromise</li> <li>→ 3/5</li> <li>→ 100 in Anti-Fed</li> <li>→ Fed Papers</li> </ul>	<ul style="list-style-type: none"> <li>Staying down because of meeting</li> </ul>
Thurs.	<ul style="list-style-type: none"> <li>Test 2/1</li> <li>Notes</li> <li>2/2/2</li> </ul>	<ul style="list-style-type: none"> <li>Branches pamphlet</li> </ul>		<ul style="list-style-type: none"> <li>was at meeting</li> <li>could wrap quicker</li> </ul>
Fri.	<ul style="list-style-type: none"> <li>Test 2/1</li> <li>Notes</li> <li>2/2/2</li> </ul>	<ul style="list-style-type: none"> <li>1-6 MC questions</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> <li>Forwell</li> <li>Notes</li> </ul>	<ul style="list-style-type: none"> <li>good to check</li> </ul>
	<ul style="list-style-type: none"> <li>Single</li> <li>Test 2/1</li> <li>Notes</li> <li>2/2/2</li> </ul>		<ul style="list-style-type: none"> <li>3 + chart</li> <li>End of Art</li> <li>Home Jeff</li> <li>Fed v. Demo - 2/16</li> </ul>	

# EOC Review

- I review about 3-4 weeks before EOC
- Offer around 30-40 review sessions
  - Before School, During Lunch, After School
  - AVAILABILITY
- Give a point on a test for attending any session
- Practice EOC's in class



# Pacing

- Standard 1 (Chapter 1 & 2) = 16 days
- Standard 2 (Chapter 3) = 9 days
- Standard 3 (Chapter 4) = 9 days
- Standard 4 (Chapter 5) = 11 days
- Midterm on Standard 1-4 = 2 days
- Standard 5 (Chapter 6) = 8 days
- Standard 6 (Chapter 7) = 8 days
- Standard 7.1-7.4 (Chapter 8) = 8 days
- Standard 7.4-8.3 (Chapter 9 and 10) = 8 days
- Standard 8.4-8.6 (Chapter 11) = 2-3 days
- EOC Review = 4-5 Days in class

**Email me any questions at any time:  
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