Goal: 100%

Michael Robinson
Houston High School
September 2017

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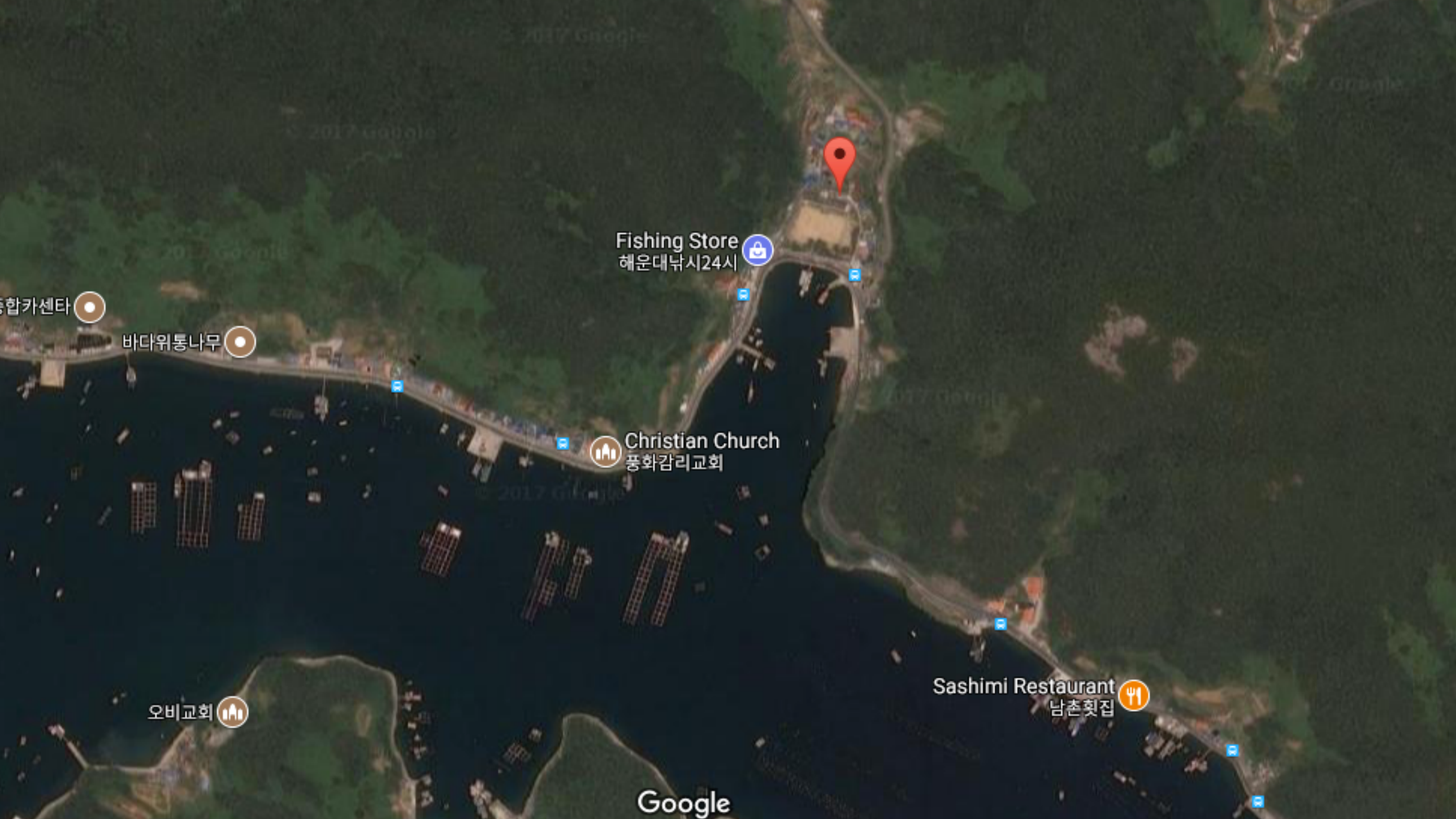
Yeoncheon
Cheorwon
Sokcho
Yangyang
Gimpo
Seoul
GANGWON
Gangneung
Ulleung
Incheon
GYEONGGI
Yongin
Wonju
Taebaek
CHUNGBUK
Yeongju
Uljin
Goesan
Andong
CHUNGNAM
Gongju
Daejeon
GYEONGBUK
Jeonju
Daegu
Pohang
JEONBUK
Cheongdo
Ulsan
GYEONGNAM
Gwangju
Gurye
Gimhae
Hampyeong
Gwangyang
Busan
Sinan
JEONNAM
Jindo
Goheung
Yeosu
Sanyang Elementary School
Kitakyushu
YAMAGUCHI


Fishing Store
해운대낚시24시
합카센타
바다위통나무
Christian Church
풍화감리교회
오비교회
Sashimi Restaurant
남촌횟집
Google

현대
현대

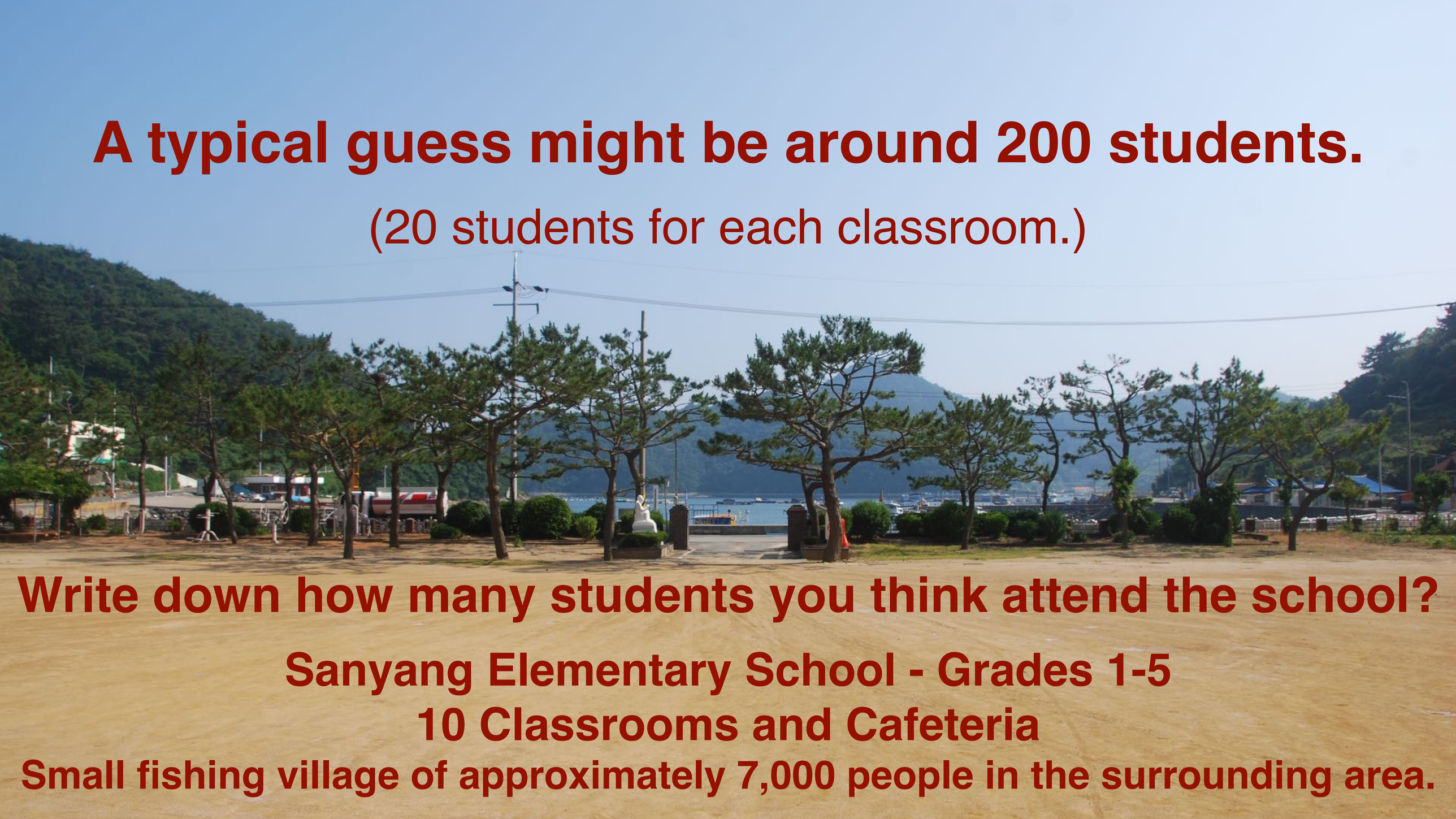
Sanyang Elementary School - Grades 1-5
10 Classrooms and Cafeteria
Small fishing village of approximately 7,000 people in the surrounding area.

Write down how many students you think attend the school?

Sanyang Elementary School - Grades 1-5

10 Classrooms and Cafeteria

Small fishing village of approximately 7,000 people in the surrounding area.



A typical guess might be around 200 students.

(20 students for each classroom.)

Write down how many students you think attend the school?

Sanyang Elementary School - Grades 1-5

10 Classrooms and Cafeteria

Small fishing village of approximately 7,000 people in the surrounding area.

This is one of the 10 classrooms.

ACING CLUB

The School’s Hallway

Empty cubbies…mostly…
The School's Hallway

골프교실

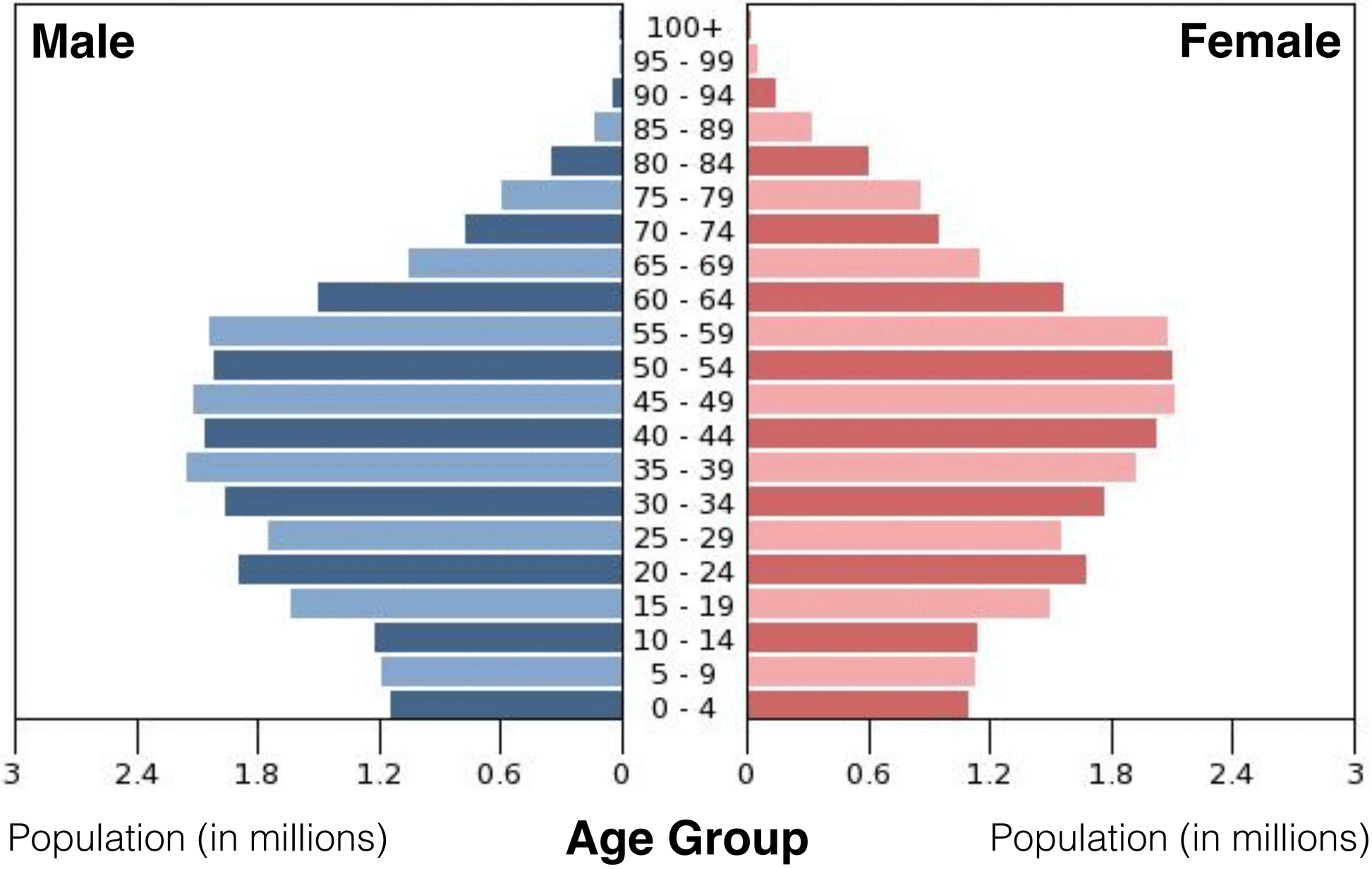
Two classrooms converted into driving range to practice golf.

교화 : 동백꽃

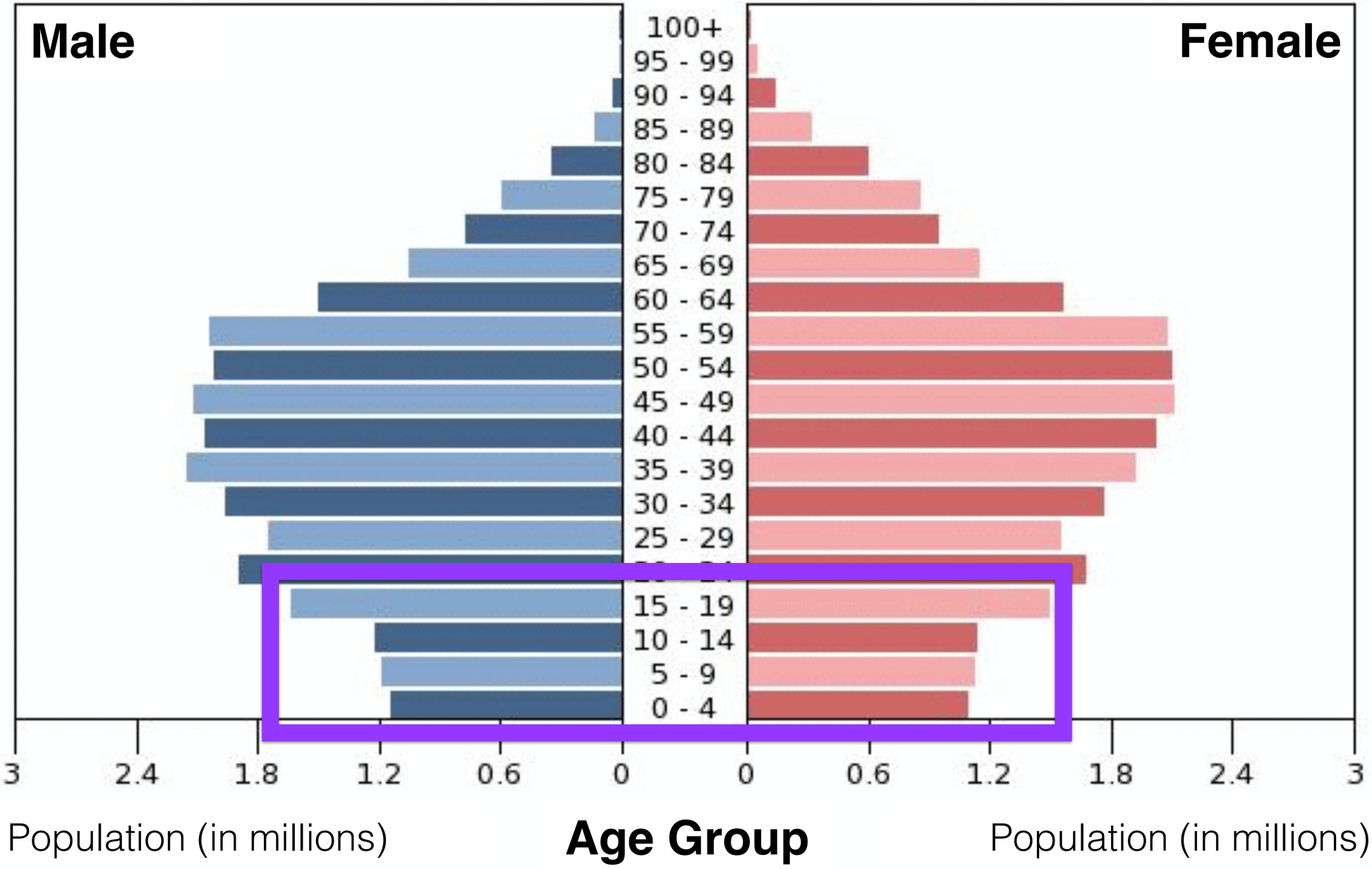
친절한 마음으로 생활하라는 의미로 교화로 정하였습니다.

2017 학년도 풍화 가족!

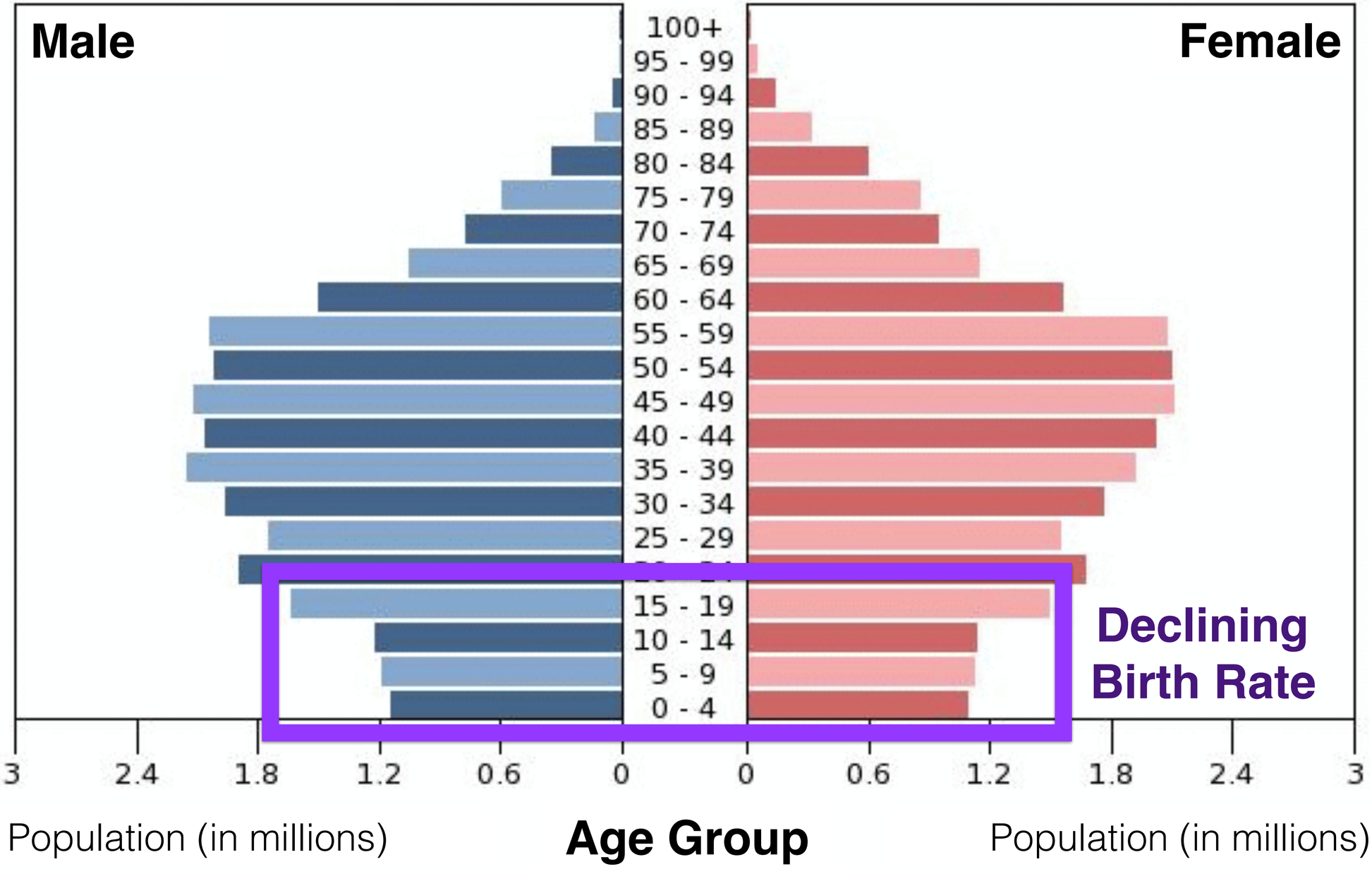
South Korea's Population Pyramid, 2016



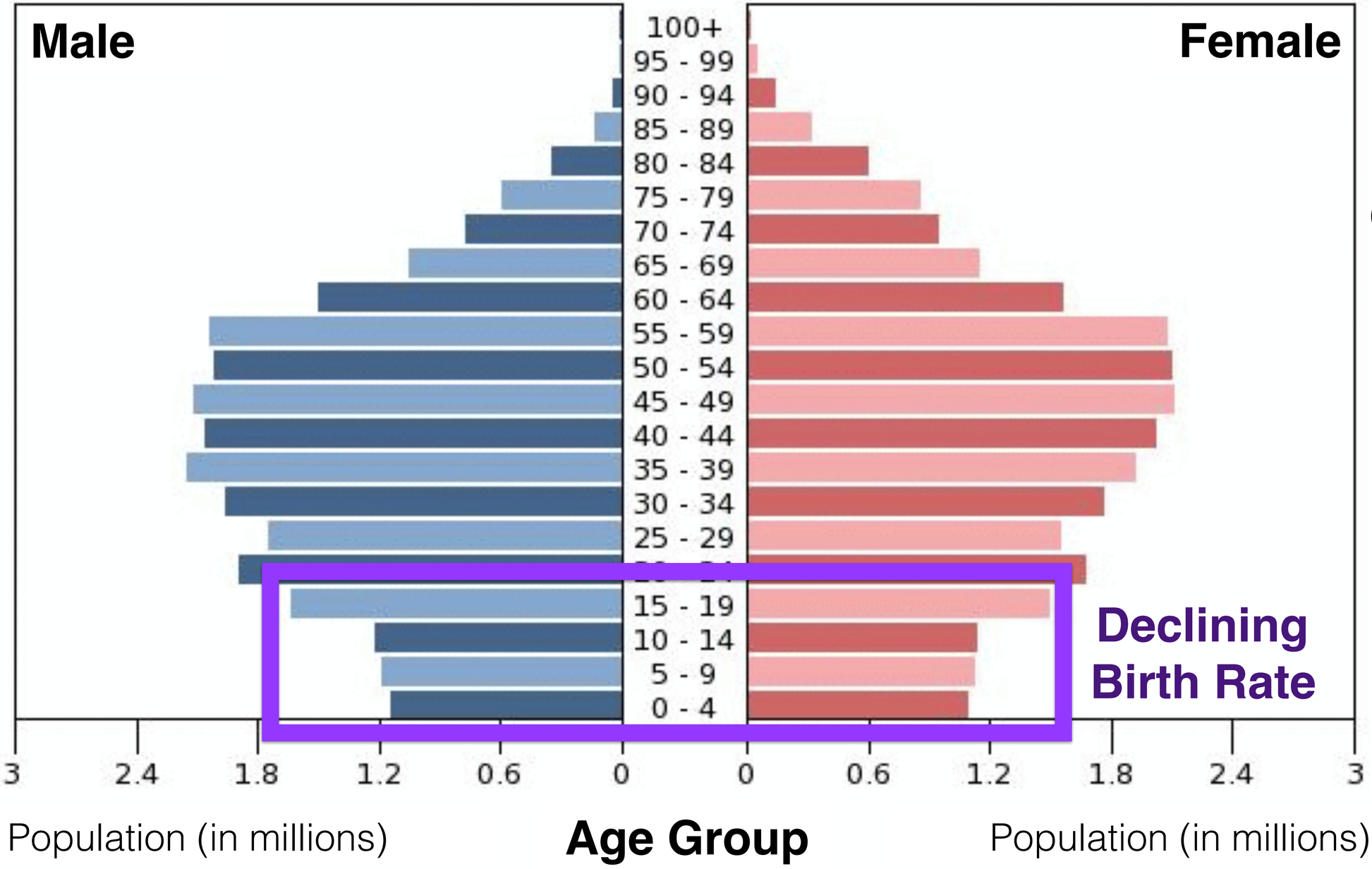
South Korea's Population Pyramid, 2016



South Korea's Population Pyramid, 2016



South Korea's Population Pyramid, 2016



QUESTIONS

What are the consequences of a declining birth rate?

What can South Korea do to increase it's birth rate?

Abandoned Closed Elementary School in a rural town of South Korea.

Abandoned Closed Elementary School in a rural town of South Korea.

Down the hill from the Elementary School…Workers Needed!

농기계의 역사

GPS Automated Tractor
Declining Population where?

냉,난방 배전반

이것만은,
꼭! 지켜주세요
걷거나 뛰지말고~
에스컬레이터에서는 뛰거나 걷지말고 안전하게 이용하세요.
뛰거나 장난치지 말기
행동은 다른사람에게
안전 승차, 탈빠짐 주의
먼저 내리고 나중에 타기
열차 탑승시 먼저내리고 나중에 타 주세요.
임산부배려석 비워두기
임산부와 함께 행복하게 지하철을 이용하는 방법입니다.
휴대전화는 진동, 통화는 작게
지하철은 공공장소. 매너는 필수, 아시죠?
이동상인 물건 사지 않기
NO
백팩 앞으로 메기
너도나도 편안한 지하철. 공공장소의 예절입니다.
나는 위험, 남은 불편
혼잡한 역사 내에서 휴대전화를 보면서 움직이면 안돼요.

이것만은,
꼭! 지켜주세요
뛰거나 장난치지 말기
먼저 내리고 나중에 타기
임산부배려석 비워두기
백팩 앞으로 메기
나는 위험, 남은 불편

임산부
먼저

임산부
먼저
임산부
먼저

A Bathroom Sign

인사보 전용

Yeongmoon High School
in Seoul, South Korea

학급 담임 및 학생 현황

학년	1학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이미리	김민수	이주찬	조범준	남벽우	채민신	송영조	이선호	이준규	김정태	최훈희							
교과	영어	사회	수학	수학	과학	철학	영어	수학	과학	국어	음악							
사무분장																		
재적																		

학년	2학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	최광철	이유정	김우진	이훈희	김세훈	윤기원	유흥제	이재호	오은상	정인호	임옥근	최대규						
교과	체육	영어	국어	사회	윤리	수학	영어	국어	수학	생물	화학	수학						
사무분장																		
재적																		

학년	3학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이형석	장규진	김태광	임태형	정명훈	권민우	박지미	김동진	유제인	성세경	박지혜	김지수	손동현					
교과	체육	지리	국어	역사	영어	지학	물리	수학	영어	수학	화학	수학	국어					
사무분장																		
재적																		

비 담임 현황

성명	진영남	이종락	최낙원	남일현	강승일	김형수	안지훈	최광식	이승재	김태옥	정석연	김종욱	강정욱	강현정	곽병우	김두철	김선신	김은경
교과목	사회	영어	한문	국어	수학	진로	정보	역사	체육	영어	영어	사회	국어	중국어	윤리	영어	역사	화학
사무분장	교장	교감	교무부장	연구부장	인성부장	진로부장	정보부장	창체부장	예능부장	(1)학년부장	(2)학년부장	(3)학년부장						

성명	김인하	김종식	김현구	박진홍	송상헌	유용석	이석준	이아론	임진훈	정기범	송후홍	조현권	천종호	최종원	한혜림	황진호	유지현	조민정
교과목	수학	수학	미술	미술	한문	화학	국어	영어	국어	체육	역사	체육	지리	국어	생물	영어	사서	보건
사무분장																		

성명	조정은	김혜영	최은정	허지선	정승원	장완린	이소희											
교과목	국어	상담	영어	국어	음악	중국어	일본어											
사무분장																		

학급 담임 및 학생 현황

학년	1학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이미리	김민수	이주찬	조범준	남벽우	채민신	송영조	이선호	이준규	김정태	최훈희							
교과	영어	사회	수학	수학	과학	철학	영어	수학	과학	국어	음악							
사무분장																		
재적																		

학년	2학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	최광철	이유정	김우진	이훈희	김세훈	윤기원	유흥제	이재호	오은상	정인호	임옥근	최대규						
교과	체육	영어	국어	사회	윤리	수학	영어	국어	수학	생물	화학	수학						
사무분장																		
재적																		

학년	3학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이형석	장규진	김태광	임태형	정명훈	권민우	박지미	김동진	유제인	성세경	박지혜	김지수	손동현					
교과	체육	지리	국어	역사	영어	지학	물리	수학	영어	수학	화학	수학	국어					
사무분장																		
재적																		

Grade 11

13 total classes

비 담임 현황

성명	진영남	이종락	최낙원	남일현	강승일	김형수	안지훈	최광식	이승재	김태옥	정석연	김종욱	강정욱	강현정	곽병우	김두철	김선신	김은경
교과목	사회	영어	한문	국어	수학	진로	정보	역사	체육	영어	영어	사회	국어	중국어	윤리	영어	역사	화학
사무분장	교장	교감	교무부장	연구부장	인성부장	진로부장	정보부장	창체부장	예능부장	(1)학년부장	(2)학년부장	(3)학년부장						

성명	김인하	김종식	김현구	박진홍	송상헌	유용석	이석준	이아론	임진훈	정기범	송후홍	조현권	천종호	최종원	한혜림	황진호	유지현	조민정
교과목	수학	수학	미술	미술	한문	화학	국어	영어	국어	체육	역사	체육	지리	국어	생물	영어	사서	보건

성명	조정은	김혜영	최은정	허지선	정승원	장완린	이소희
교과목	국어	상담	영어	국어	음악	중국어	일본어

학급 담임 및 학생 현황

학년	1학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이미리	김민수	이주찬	조범준	남벽우	채민신	송영조	이선호	이준규	김정태	최훈희							
교과	영어	사회	수학	수학	과학	철학	영어	수학	과학	국어	음악							
사무분장																		
재적																		

학년	2학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	최광철	이유정	김우진	이훈희	김세훈	윤기원	유흥제	이재호	오은상	정인호	임옥근	최대규						
교과	체육	영어	국어	사회	윤리	수학	영어	국어	수학	생물	화학	수학						
사무분장																		
재적																		

학년	3학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이형석	장규진	김태광	임태형	정명훈	권민우	박지미	김동진	유제인	성세경	박지혜	김지수	손동현					
교과	체육	지리	국어	역사	영어	지학	물리	수학	영어	수학	화학	수학	국어					
사무분장																		
재적																		

Grade 10

12 total classes

Grade 11

13 total classes

비담임 현황

성명	진영남	이종락	최낙원	남일현	강승일	김형수	안지훈	최광식	이승재	김태옥	정석연	김종욱	강정욱	강현정	곽병우	김두철	김선신	김은경
교과목	사회	영어	한문	국어	수학	진로	정보	역사	체육	영어	영어	사회	국어	중국어	윤리	영어	역사	화학
사무분장	교장	교감	교무부장	연구부장	인성부장	진로부장	정보부장	창체부장	예능부장	(1)학년부장	(2)학년부장	(3)학년부장						

성명	김인하	김종식	김현구	박진홍	송상헌	유용석	이석준	이아론	임진훈	정기범	송후홍	조현권	천종호	최종원	한혜림	황진호	유지현	조민정
교과목	수학	수학	미술	미술	한문	화학	국어	영어	국어	체육	역사	체육	지리	국어	생물	영어	사서	보건
사무분장																		

성명	조정은	김혜영	최은정	허지선	정승원	장완린	이소희											
교과목	국어	상담	영어	국어	음악	중국어	일본어											
사무분장																		

학급 담임 및 학생 현황

학년	1학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이미리	김민수	이주찬	조범준	남벽우	채민신	송영조	이선호	이준규	김정태	최훈희							
교과	영어	사회	수학	수학	과학	철학	영어	수학	과학	국어	음악							
사무분장																		
재적																		

학년	2학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	최광철	이유정	김우진	이훈희	김세훈	윤기원	유흥제	이재호	오은상	정인호	임옥근	최대규						
교과	체육	영어	국어	사회	윤리	수학	영어	국어	수학	생물	화학	수학						
사무분장																		
재적																		

학년	3학년																	
반	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
담임	이형석	장규진	김태광	임태형	정명훈	권민우	박지미	김동진	유제인	성세경	박지혜	김지수	손동현					
교과	체육	지리	국어	역사	영어	지학	물리	수학	영어	수학	화학	수학	국어					
사무분장																		
재적																		

Grade 9
11 total classes

Grade 10
12 total classes

Grade 11
13 total classes

비담임 현황

성명	진영남	이종락	최낙원	남일현	강승일	김형수	안지훈	최광식	이승재	김태옥	정석연	김종욱	강정욱	강현정	곽병우	김두철	김선신	김은경
교과목	사회	영어	한문	국어	수학	진로	정보	역사	체육	영어	영어	사회	국어	중국어	윤리	영어	역사	화학
사무분장	교장	교감	교무부장	연구부장	인성부장	진로부장	정보부장	창체부장	예능부장	(1)학년부장	(2)학년부장	(3)학년부장						

성명	김인하	김종식	김현구	박진홍	송상헌	유용석	이석준	이아론	임진훈	정기범	송후홍	조현권	천종호	최종원	한혜림	황진호	유지현	조민정
교과목	수학	수학	미술	미술	한문	화학	국어	영어	국어	체육	역사	체육	지리	국어	생물	영어	사서	보건

성명	조정은	김혜영	최은정	허지선	정승원	장완린	이소희											
교과목	국어	상담	영어	국어	음악	중국어	일본어											

용문고등학교
충북대학교

한세대학교
YONSEI
where we make
청운대학교
RISING STAR
한림대학교

Two Compus!

The teacher was the star of the show…the students were just WATCHING.

I am sure many students were listening, but there was no way to know if they were **learning**.

The teacher was the star of the show…the students were just WATCHING.

I am sure many students were listening, but there was no way to know if they were **learning**.

Goal: 100%

The teacher was the star of the show…the students were just WATCHING.

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The teacher was the star of the show…the students were just WATCHING.
I am sure many students were listening, but there was no way to know if they were learning.
Goal: 100%
Student Engagement, Questioning, and Thinking.
The stars of the show needs to be the students engaged in learning.

Agenda

Agenda

- About Me...

Agenda

- About Me…
- What I tell new teachers to my school…

Agenda

- About Me...
- What I tell new teachers to my school...
    - Professional Organizations to Consider

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- About Me...
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- How my teaching has changed since 1994

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- Observations

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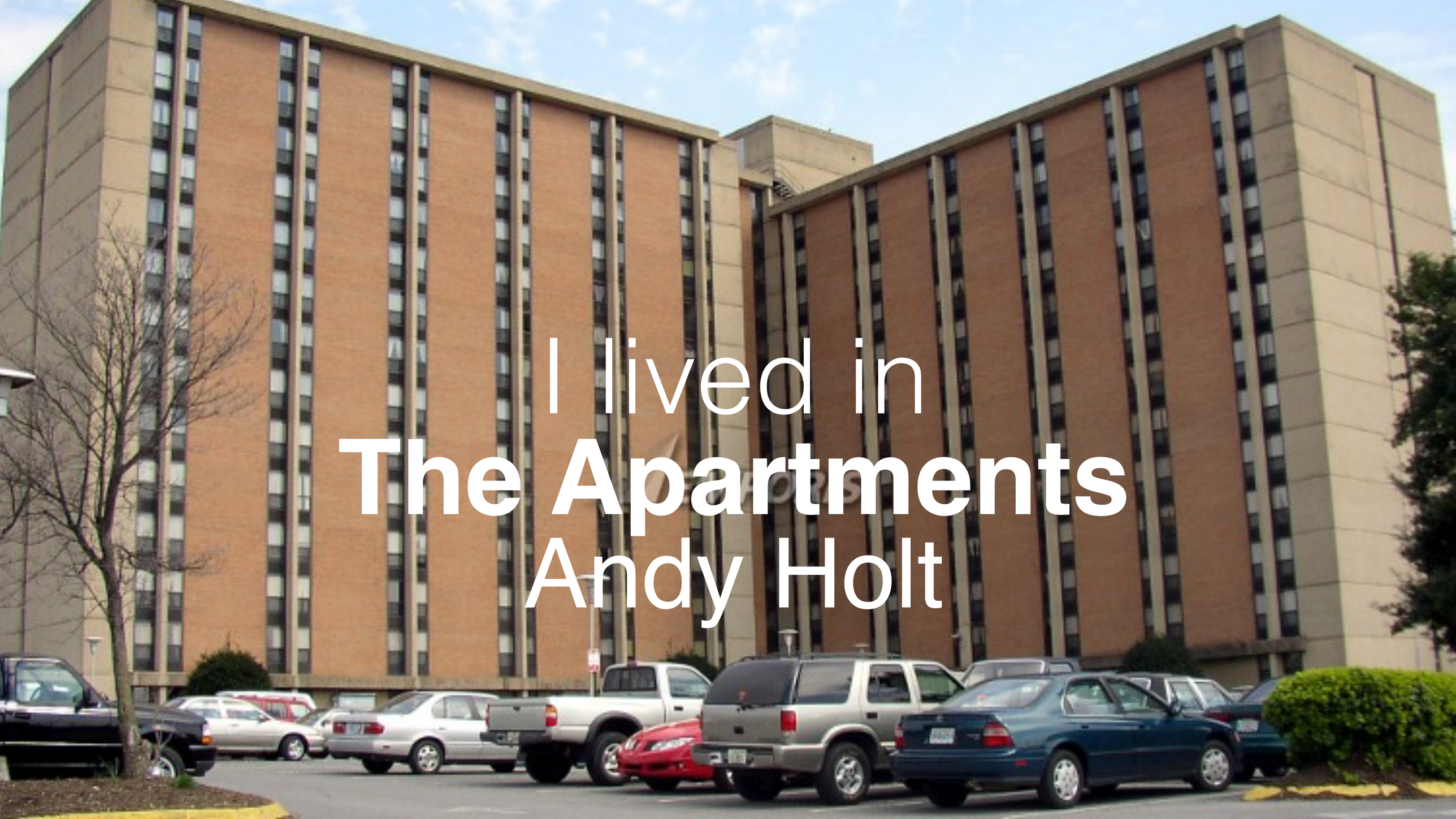
I lived in
The Apartments
Andy Holt

When I was at UTK in 1992-95...

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- There was no internet, no email, long-distance phone calls cost extra money, and I used floppy disks to store my files and watched movies using my VCR.

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- Football won a lot more.
- I was thinner and had more hair.

About me...

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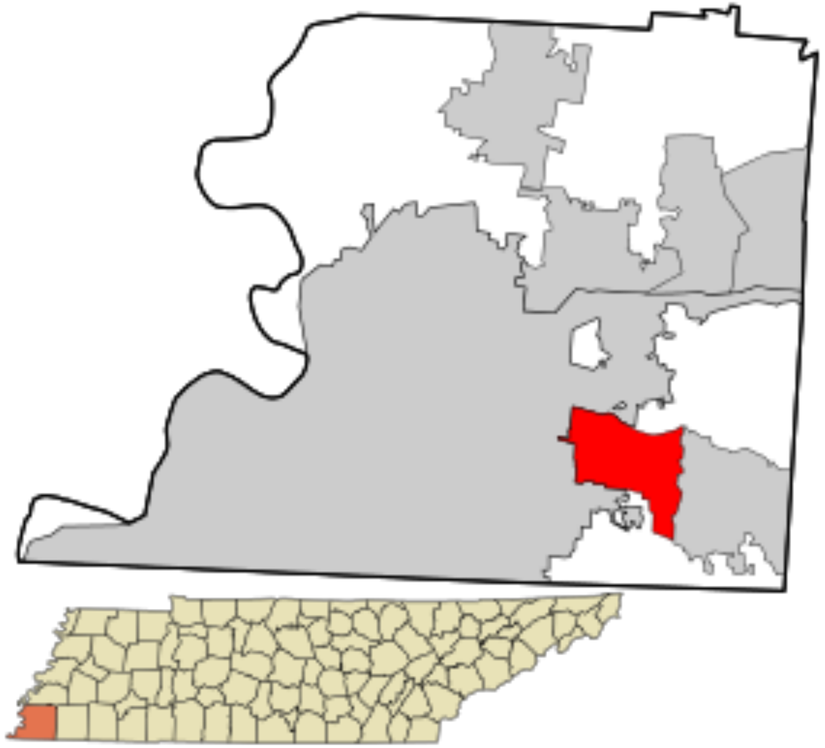
  - Skyward (Grade Book) Support for Faculty



Germantown, Tennessee

http://www.gmsdk12.org

ABOUT SCHOOLS CALENDAR ADMINISTRATION PROGRAMS

Google Custom

GERMANTOWN
MUNICIPAL SCHOOL DISTRICT
Excellence. *Always.* *Founded in 2014*

District Office:
6685 Poplar Avenue Suite 202 | Germantown, TN 38138
Phone: 901-752-7900 | Fax: 901-757-6479

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Houston High School

The Washington Post

AMERICA'S MOST CHALLENGING HIGH SCHOOLS

BEST HIGH SCHOOLS

U.S. News & World Report

SILVER

ACT

Highest District ACT Average in the State of TN

GERMANTOWN

MUNICIPAL SCHOOL DISTRICT

Excellence. Always.

Tennessee Department of Education

EXEMPLARY DISTRICT

Germantown Municipal School District

TOP WORK PLACES 2015

The Commercial Appeal

Understanding Your Employee Benefits

Everyone deserves to have peace of mind and American Fidelity has the insurance benefits that can help you get there. We understand one size does not fit all – that's why we carefully designed our plans to fit different lifestyles and needs of our customers. Whether you choose one or all of our benefits, American Fidelity is here to provide outstanding customer service and be a reliable provider you can trust.

GERMANTOWN
MUNICIPAL SCHOOL DISTRICT
Excellence. Always.

Your enrollment period is May 8th to May 12th.

Schedule Appointment

Insurance Plans

- Open Enrollment Brochure
- Health Cost Solutions Summary Sheet
- Health Cost Solutions Spousal Affidavit
- Health Cost Solutions Spousal Eligibility Requirements
- Dearborn Basic Group Life & AD&D Summary
- Dearborn Voluntary Term Life & AD&D Summary
- Dearborn Voluntary Term Life & AD&D Rates
- Dearborn LTD
- Dearborn Statement of Health
- Delta Dental Option 1
- Delta Dental Option 2
- Davis Vision

We offer supplemental insurance that can help protect you and your family. Plan benefits are paid directly to you and we offer payroll-deduction of premiums. Eligible employees can choose from:

- Short-Term Disability Income Insurance,
- Basic and Enhanced Cancer Insurance,
- Enhanced Plus Cancer Insurance,
- Accident Insurance,
- Group Critical Illness Insurance, and
- Group Critical Illness Insurance Rate Sheet.

Flexible Spending Accounts

Health Flexible Spending Accounts (Unreimbursed Medical) and Dependent Day Care Accounts allow you to be reimbursed for eligible expenses made throughout the year.

Are you unsure of how much to set aside for eligible medical expenses? Use our Health FSA worksheet to help you calculate costs!

http://www.teateachers.org/salary-schedules

TENNESSEE EDUCATION ASSOCIATION

GREAT PUBLIC SCHOOLS FOR ALL STUDENTS

JOIN TEA TODAY! MEMBER LOGIN

ABOUT ADVOCACY BENEFITS EVENTS AWARDS RESOURCES

SALARY SCHEDULES

HOME » RESOURCES » RESEARCH » SALARY DATA

- Research
  - Insurance Information
  - Retirement Information
  - Salary Data
    - Salary Schedules
    - Supplemental Salary: Coaches, Band Directors and Others
    - Education Support Professionals
  - Tennessee School Profile and

Salary Schedules

(Data shown is the most current data available for each school district.)

To get a copy of previous years' contact Shannon Bain.

Achievement	Cumberland County	Henderson County	Maryville City	Scott County
Alamo City	Davidson County	Henry County	Maury County	Sequatchie County
Alcoa City	Dayton City	Hickman County	McKenzie SSD	Sevier County
Anderson County	Decatur County	Houston County	McMinn County	Shelby County

2015-2016 Teacher Salary Schedule Comparisons

Germantown MSD

Steps	BA	MA	MA+45	EDS	PHD
1	$ 42,343.00	$ 45,778.00	$ 49,328.00	$ 50,023.00	$ 51,862.00
2	$ 43,206.00	$ 46,845.00	$ 50,568.00	$ 51,273.00	$ 53,046.00
3	$ 44,258.00	$ 47,873.00	$ 51,748.00	$ 52,450.00	$ 54,224.00
4	$ 45,241.00	$ 48,860.00	$ 52,903.00	$ 53,608.00	$ 55,377.00
5	$ 46,160.00	$ 49,863.00	$ 54,168.00	$ 54,876.00	$ 56,702.00
6	$ 46,975.00	$ 50,717.00	$ 55,168.00	$ 55,843.00	$ 57,696.00
7	$ 48,127.00	$ 51,940.00	$ 56,584.00	$ 57,267.00	$ 59,117.00
8	$ 48,717.00	$ 52,566.00	$ 57,532.00	$ 58,247.00	$ 60,023.00
9	$ 49,677.00	$ 53,613.00	$ 58,665.00	$ 59,400.00	$ 61,153.00
10	$ 50,133.00	$ 54,111.00	$ 59,377.00	$ 60,100.00	$ 62,293.00
11	$ 51,137.00	$ 55,203.00	$ 60,596.00	$ 61,292.00	$ 63,102.00
12	$ 52,527.00	$ 56,679.00	$ 62,417.00	$ 63,079.00	$ 64,935.00
13	$ 53,791.00	$ 57,939.00	$ 63,787.00	$ 64,519.00	$ 66,281.00
14	$ 55,074.00	$ 59,182.00	$ 65,303.00	$ 65,995.00	$ 67,852.00
15	$ 56,272.00	$ 60,512.00	$ 66,656.00	$ 67,389.00	$ 69,140.00
16	$ 57,559.00	$ 61,730.00	$ 68,130.00	$ 68,852.00	$ 70,646.00
17	$ 58,133.00	$ 62,305.00	$ 68,705.00	$ 69,427.00	$ 71,222.00
18	$ 58,709.00	$ 62,881.00	$ 69,280.00	$ 70,002.00	$ 71,796.00
19	$ 59,517.00	$ 63,775.00	$ 70,304.00	$ 71,041.00	$ 72,870.00

Knox County

Steps	BA	MA	MA+30 / MA+45	EDS	DR
1	$ 36,095.00	$ 38,455.00	$ 40,680.00	$ 41,480.00	$ 44,590.00
2	$ 37,435.00	$ 39,835.00	$ 42,060.00	$ 42,840.00	$ 46,435.00
3	$ 37,655.00	$ 40,055.00	$ 42,285.00	$ 43,060.00	$ 46,750.00
4	$ 38,505.00	$ 40,875.00	$ 43,140.00	$ 43,870.00	$ 47,115.00
5	$ 39,000.00	$ 41,450.00	$ 43,645.00	$ 44,445.00	$ 47,790.00
6	$ 39,695.00	$ 42,215.00	$ 44,420.00	$ 45,155.00	$ 48,950.00
7	$ 40,435.00	$ 43,005.00	$ 45,210.00	$ 45,955.00	$ 50,705.00
8	$ 41,285.00	$ 43,900.00	$ 46,105.00	$ 46,885.00	$ 52,010.00
9	$ 42,340.00	$ 45,010.00	$ 47,190.00	$ 48,000.00	$ 53,915.00
10	$ 43,150.00	$ 45,850.00	$ 48,060.00	$ 48,890.00	$ 54,265.00
11	$ 43,910.00	$ 46,655.00	$ 48,890.00	$ 49,685.00	$ 54,590.00
12	$ 44,900.00	$ 47,655.00	$ 49,920.00	$ 50,670.00	$ 55,315.00
13	$ 45,785.00	$ 48,545.00	$ 50,790.00	$ 51,615.00	$ 55,995.00
14	$ 46,705.00	$ 49,550.00	$ 51,800.00	$ 52,575.00	$ 56,720.00
15	$ 47,610.00	$ 50,490.00	$ 52,715.00	$ 53,515.00	$ 57,410.00
16	$ 48,800.00	$ 51,720.00	$ 53,945.00	$ 54,755.00	$ 58,325.00
17	$ 49,470.00	$ 52,385.00	$ 54,610.00	$ 55,415.00	$ 59,095.00
18	$ 50,190.00	$ 53,115.00	$ 55,340.00	$ 56,155.00	$ 59,910.00
19	$ 50,850.00	$ 53,785.00	$ 56,005.00	$ 56,820.00	$ 60,680.00
20	$ 15,560.00	$ 54,500.00	$ 56,750.00	$ 57,555.00	$ 61,505.00
21	$ 53,335.00	$ 56,275.00	$ 58,515.00	$ 59,335.00	$ 62,485.00

Mr. Robinson's website

Select your class:

Advanced Placement Human Geography

Honors Facing History and Ourselves

Advanced Placement (Capstone) Research

http://hhsrobinson.org

GMSD had a Crash My Classroom Competition,
and I was one of two winners in 2016.

AK 2001
BERMUDA
iFish
usvi
YNF
ARCTIC CIRCLE
JH
ME
KONP

I have students sitting in rows of four, but they can easily move into their groups of 3-5 students.

THE WORLD

Collector of Junk: McDonald's Placemats and Soda Cans from around the world.

Agenda

- About Me...
- What I tell new teachers to my school...
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- Observations
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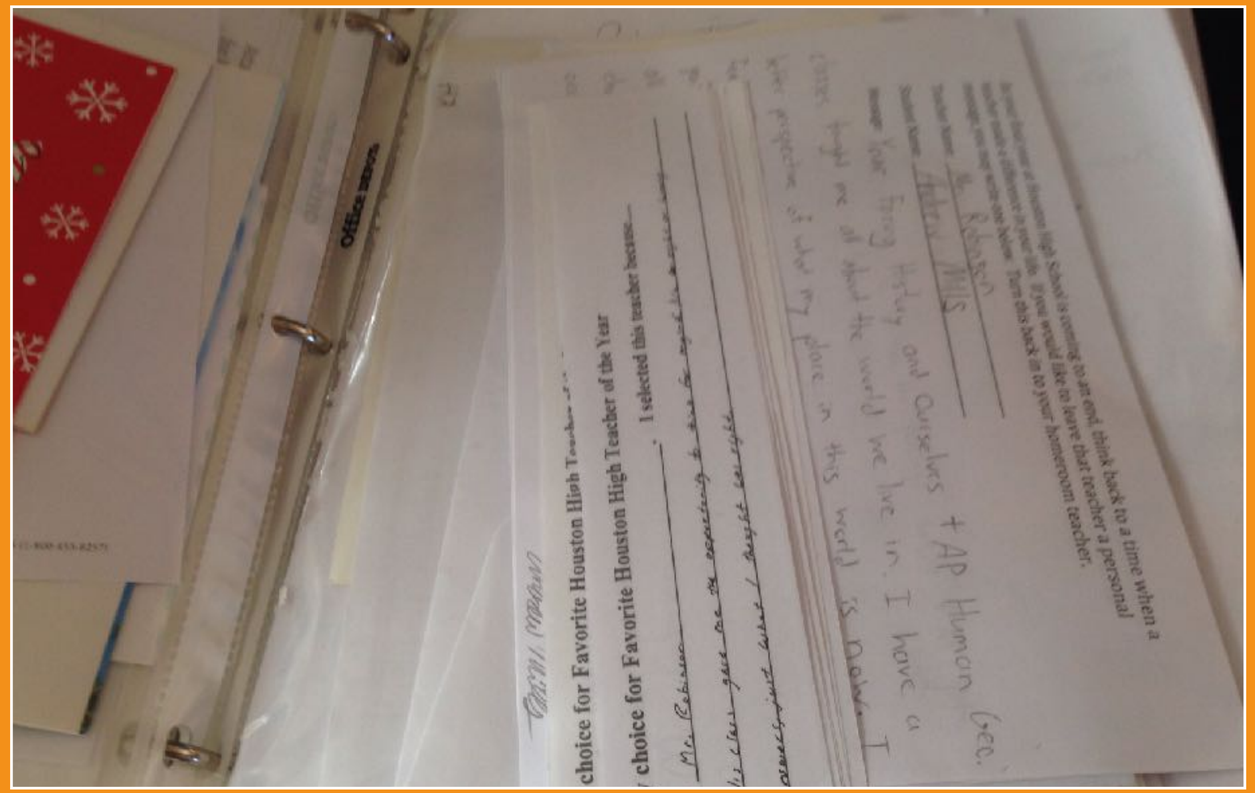
What I tell new teachers to my school...

What you do is important.

What I tell new teachers to my school...

It is rewarding.

What I tell new teachers to my school...


choice for Favorite Houston High Teacher of the Year

choice for Favorite Houston High Teacher of the Year because

I selected this teacher because

Mr. Rebsse

teacher gave me my personality & how to be myself in a crowd

teacher gave me confidence that I thought I was right

Mr. Rebsse

Office Depot

Carolyn Hills

Mr. Rebsse

Hilary Hills

Thank you for teaching us about the world we live in. I have a

Human Geo.

+ AP Human Geo.

class that put me at the top of my class. I

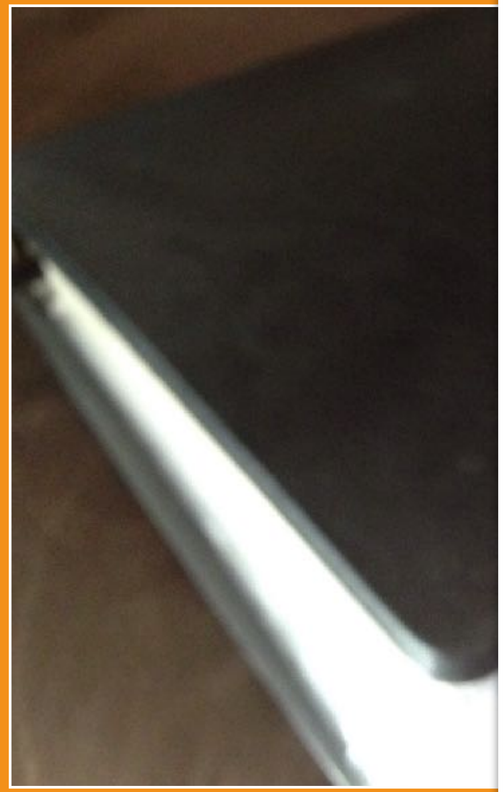
have projections of what my place in this world is now.

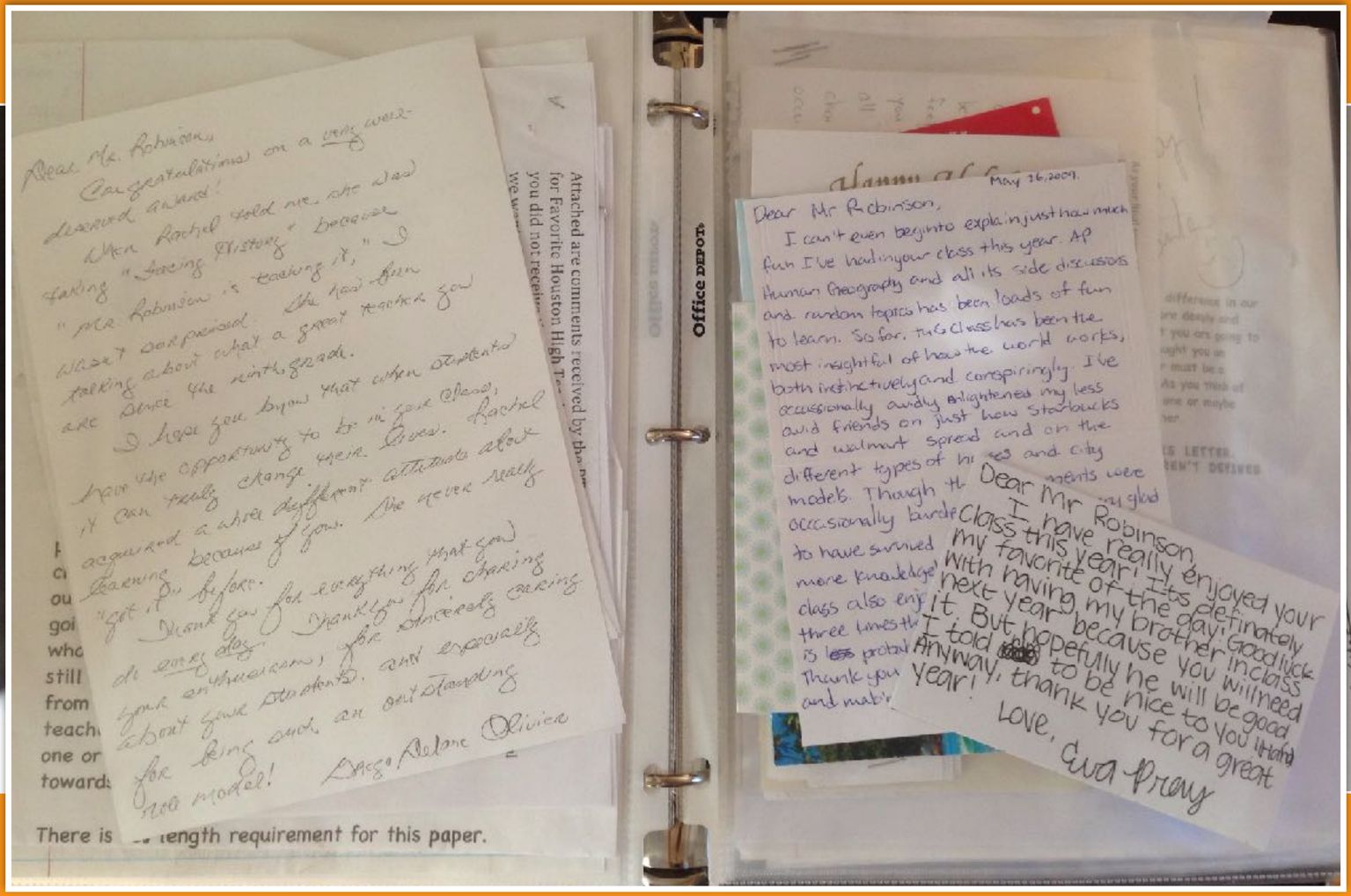
Dear Mr. Rebsse,

As our school is coming to an end, think back to a time when a teacher made a difference in your life. Please would like to leave that teacher a personal note below. Turn this back in to your homeroom teacher.

Keep the letters, cards, notes, etc.

What I tell new teachers to my school...





Dear Mr. Robinson,
Congratulations on a very well deserved award!
When Rachel told me she was taking "Saving History" because "Mr. Robinson is teaching it," I wasn't surprised. She has been talking about what a great teacher you are since the ninth grade.
I hope you know that when students have the opportunity to be in your class, it can really change their lives. Over. Rachel acquired a whole different attitude about learning because of you. She never really "got it" before.
Thank you for everything that you do every day. Thank you for sharing your enthusiasm, for sincerely caring about your students, and especially for being such an outstanding role model!
Diego Relano Olivier

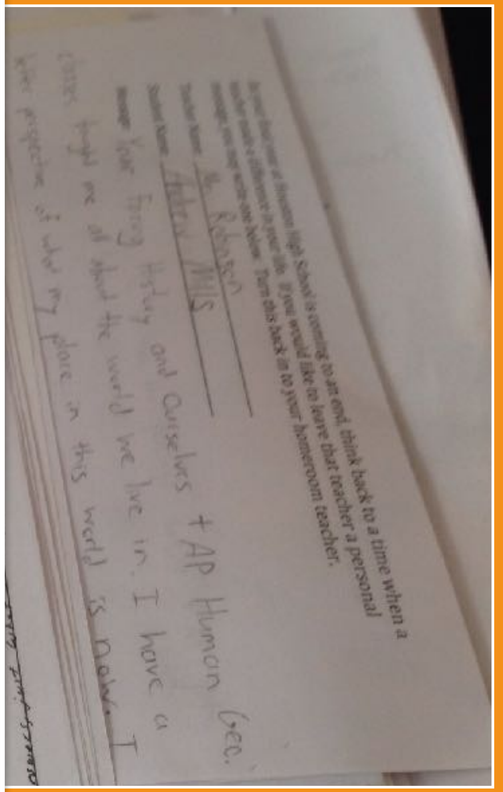
Attached are comments received by the ... for Favorite Houston High T... you did not receive ... We w...

There is ... length requirement for this paper.

May 26, 2009.
Dear Mr Robinson,
I can't even begin to explain just how much fun I've had in your class this year. AP Human Geography and all its side discussions and random topics has been loads of fun to learn. So far, this class has been the most insightful of how the world works, both instinctively and conspiringly. I've occasionally awfully enlightened my less avid friends on just how Starbucks and walmart spread and on the different types of hi es and city models. Though th ments were occasionally burde glad to have survived Class this year! Its definately more knowledge my favorite of the day! Good luck with having my brother in class next year because you will need class also enj it. But hopefully he will be good three times th I told to be nice to you (hah) is less probal Anyway, thank you for a great Thank you year!
and mab'
Love, Eva Pray

Dear Mr. Robinson
I can't even begin to explain just how much fun I've had in your class this year. AP Human Geo. Ever since I have a class that has me all about the world we live in. I have a new perspective of who my place in this world is now. I

Office DEPOT



Keep the letters, cards, notes, etc.

What I tell new teachers to my school...

This job is NOT easy.

What I tell new teachers to my school...

You cannot be prepared for everything...

What do you do when...

What do you do when...

- a student is excited to show you the sonogram of her unborn baby.

What do you do when...

- a student is excited to show you the sonogram of her unborn baby.
- you see a student and her mother at Walmart, and the mother tells you she cannot read, so she cannot help her child with her studies.

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- you see a student and her mother at Walmart, and the mother tells you she cannot read, so she cannot help her child with her studies.
- a student dies from a routine surgery over the Thanksgiving break.

What do you do when...

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- a student dies from a routine surgery over the Thanksgiving break.
- a student writes you a Valentine telling you that you are her one and only valentine and signs it “love you.” (this doesn't happen anymore...)

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- a student emails to request that you to call him Clay instead of Catherine (the student’s name on record) and by the way do not tell his parents about the name change.

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- then the silly... a student picks his nose and eats his own boogers in the middle of your lesson with everyone in class watching.

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- a student dies from a routine surgery over the Thanksgiving break.
- a student writes you a Valentine telling you that you are her one and only valentine and signs it “love you.” (this doesn't happen anymore...)
- a student emails to request that you to call him Clay instead of Catherine (the student’s name on record) and by the way do not tell his parents about the name change.
- a student who came to the football game drunk, was taken to the hospital from the game due to alcohol poising, gets suspended from school... now wants you to write him a reference letter about his character for his suspension review hearing.
- then the silly... a student picks his nose and eats his own boogers in the middle of your lesson with everyone in class watching.

Never boring, but you cannot be prepared.

As you start your internship year...

As you start your internship year...

- **Be Prepared to teach your class everyday.**

As you start your internship year...

- Be Prepared to teach your class everyday.
- Be Flexible and Patient

As you start your internship year...

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- Be Flexible and Patient
    - Interruptions will happen. Your plans will have to change.

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- Be Friendly

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- Be Friendly
  - You need people on your side...from the administration, the office staff, parents and especially the students.

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  - Don't be purposefully mean and unreasonable...

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- Be Friendly
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  - You need people on your side...from the administration, the office staff, parents and especially the students.
  - Don't be purposefully mean and unreasonable...
  - BE THE TEACHER YOU WOULD WANT TO HAVE.
  - Students need to know that you care about their success.

What I tell new teachers to my school...

You will care about your students.

What I tell new teachers to my school...

You will care about your students.

Just don't care too much...you are not going to go hang out at their pool, or go to the movies with them, or go with them shopping.

Professional Organizations

Your national Professional Organization for Social Studies Teachers…
http://www.tncss.org

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NCSS

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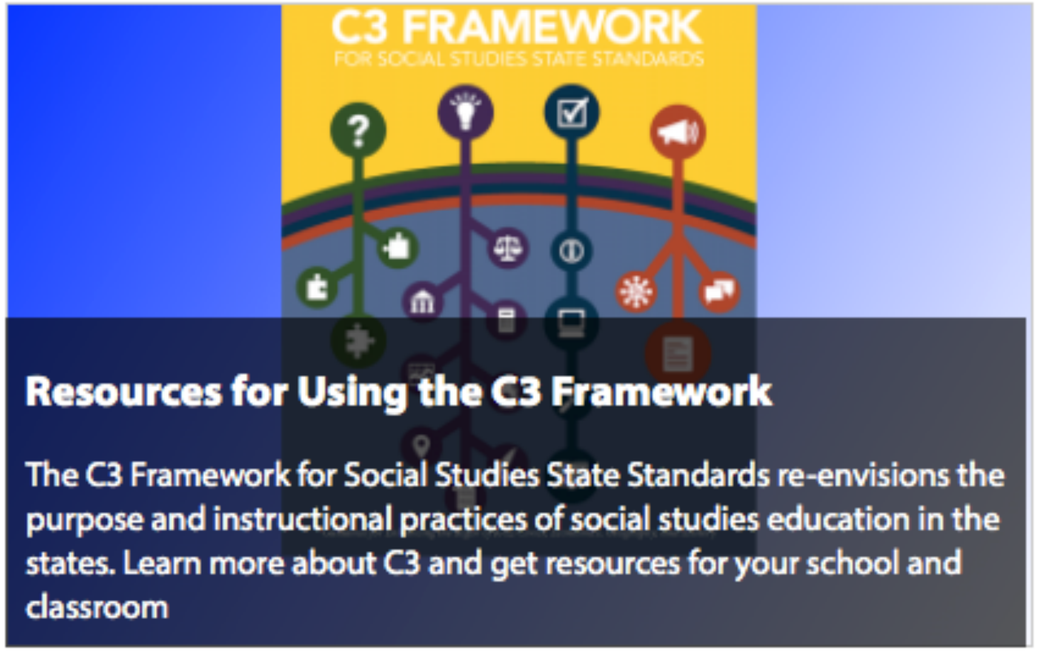

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Your state Professional Organization for Social Studies Teachers…
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Tennessee Council for the Social Studies

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The Tennessee Council for the Social Studies is an association devoted to providing information, resources, and support for all those involved in social studies education. This includes K-12 teachers, supervisors of instruction, and college professors, in the various disciplines interested in and involved in the social studies.

National Organization for Geographer Educators
http://ncge.org

National Council for Geographic Education

The home of geography education since 1915

NCGE

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Great Resource on the UTK campus…
http://www.tngeographicalliance.org

Tennessee Geographic Alliance
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- 2016 Geog/Hist Workshop
- East Asia Workshop Resources

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Tennessee

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Tennessee

Agenda

- About Me...
- What I tell new teachers to my school...
  - Professional Organizations to Consider
- **How my teaching has changed since 1994**
  - **Online Resources**
  - **Mastery Learning Approach**
- Observations
  - Five Helpful Hints
  - Student-Centered Lessons

THE NAMGAY FAMILY, BHUTAN
THE SOUMANA
FAMILY, MALI

HEARTLAND

AGRICULTURE VERY IMPORTANT

"CORN BELT" (FROM INDIANA TO NEBRASKA)

SOYBEANS --- 75 % OF THE WORLD'S PRODUCTION

"DAIRY BELT" (WISCONSIN AND MINNESOTA)

--- BUTTER, CHEESE, AND MILK

"MANUFACTURING BELT" TO "RUST BELT" → Flint

-STEEL MILLS AND AUTOMOTIVE INDUSTRY

GREAT LAKES → To Atlantic

CHICAGO: THE HEARTLANDS VERSION OF NYC
MAJOR TRANSPORTATION HUB → Ag.

- Ethenol - 5 Facts from video clip.

GREAT PLAINS AND PRAIRIES

1:- The Plant (5)

2:- McDonalds (5)

WHEAT IS THE REGION'S LEADING CROP

"WINTER WHEAT BELT" (KANSAS) PLANT SUMMER

"SPRING WHEAT BELT" (DAKOTAS) Trains - Grain

INCLUDES CANADIAN PROVINCES: ALB., SASK., & MAN.

OIL SEEDS IN DAKOTAS: CANOLA AND SUNFLOWERS

National Geographic, May 1981

d Life
ALABAM
A FIELD OF COTTO

mascot named Cornelius (above) cheers on South
last year). "It's one of the

Show me evidence why Mitchell High School has the Kernal as its mascot.

SENIOR HIGH
HOME OF THE KERNELS
©2015 Google

HOME OF THE KERNELS
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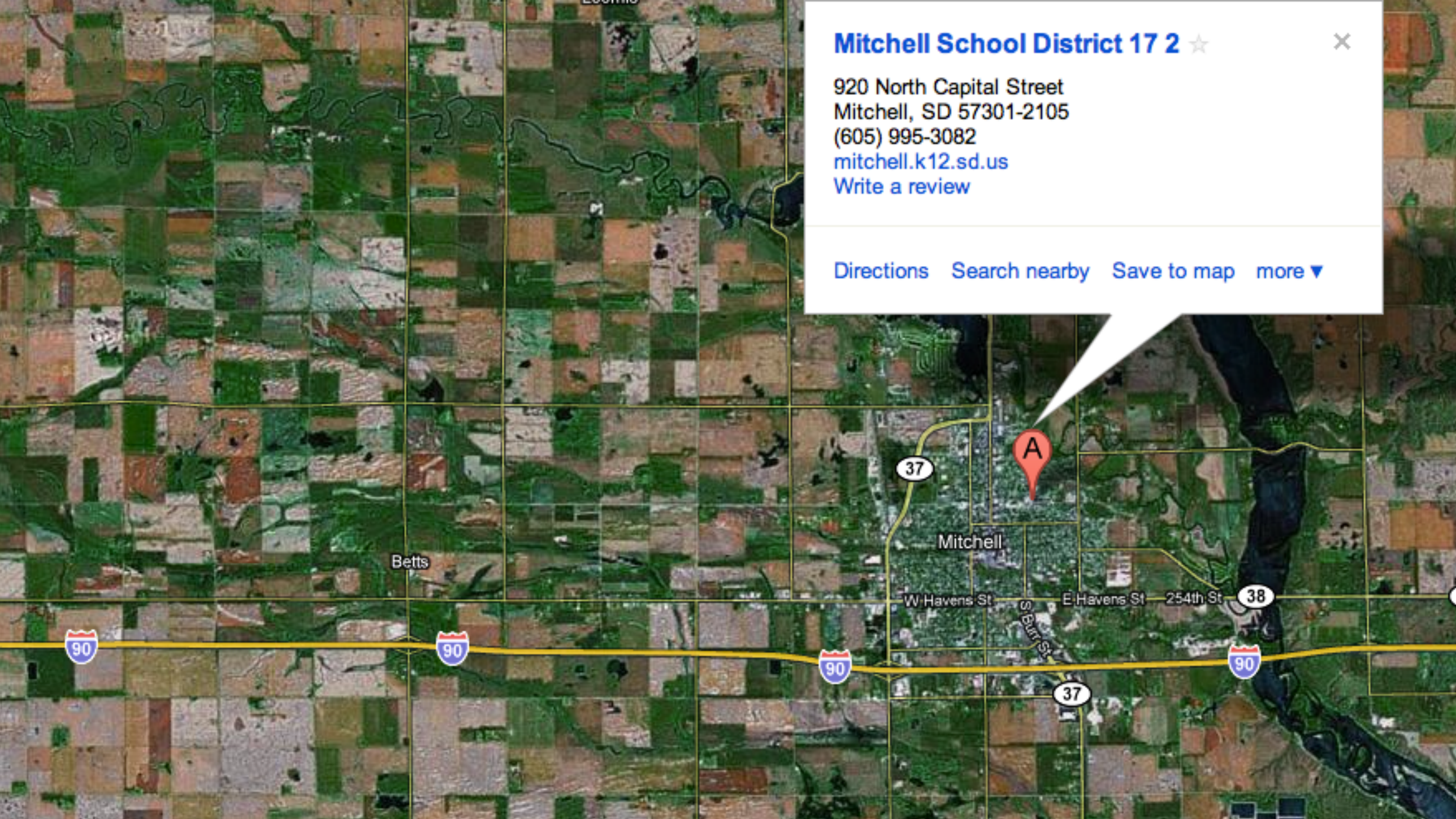
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Mitchell, SD 57301-2105
(605) 995-3082
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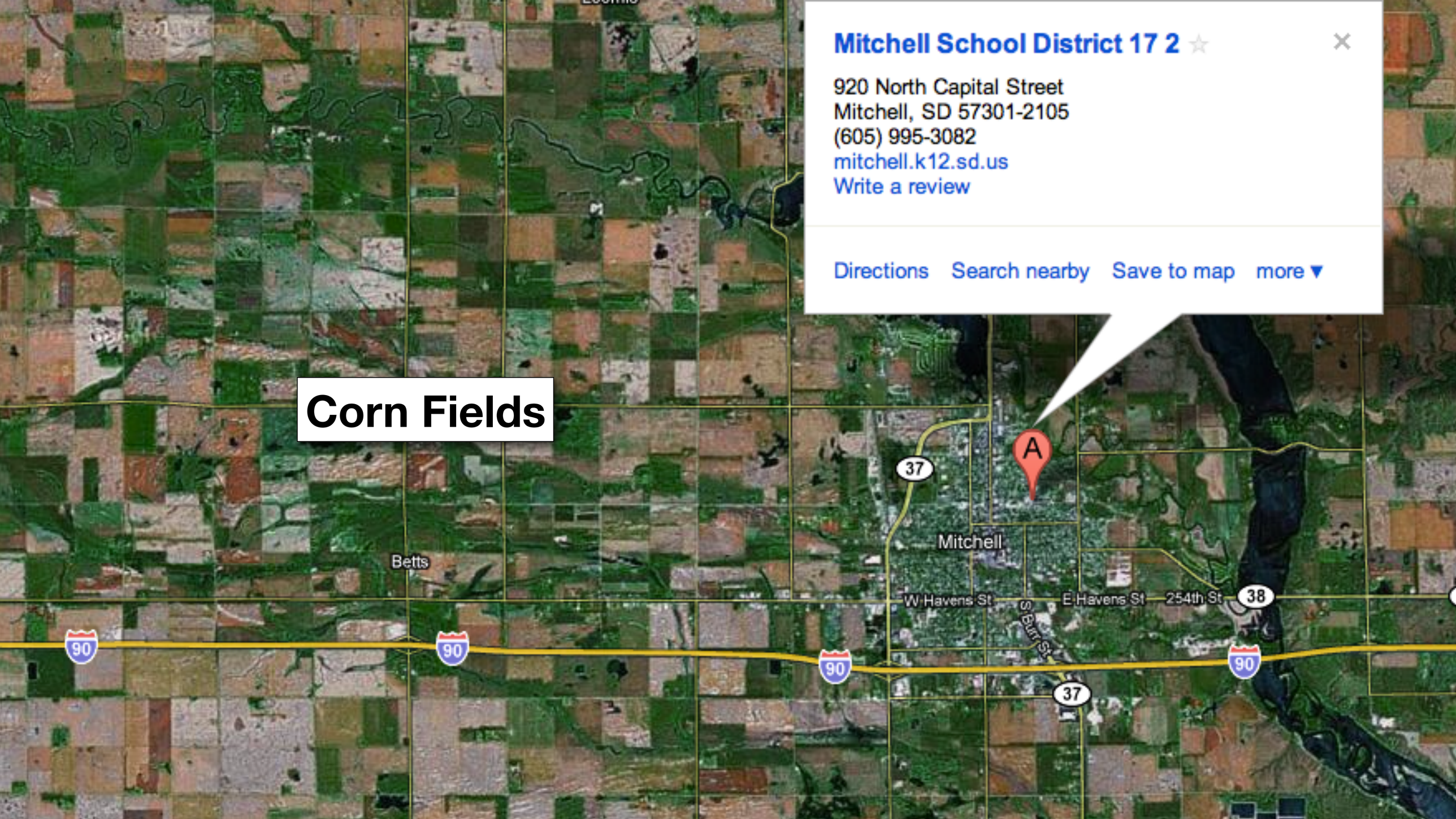
A
37
Mitchell
Betts
W Havens St
S Burr St
E Havens St
254th St
38
90
90
90
90
37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Write a review
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more
Corn Fields
A
Mitchell
Betts
W Havens St
E Havens St
254th St
S Burr St
37
38
90

622 N Main St
Mitchell, South Dakota
Street View - Sep 2013
MITCHELL CORN PALACE
NEW
2013 · WE CELEBRATE · 2013
Google
Image capture: Sep 2013
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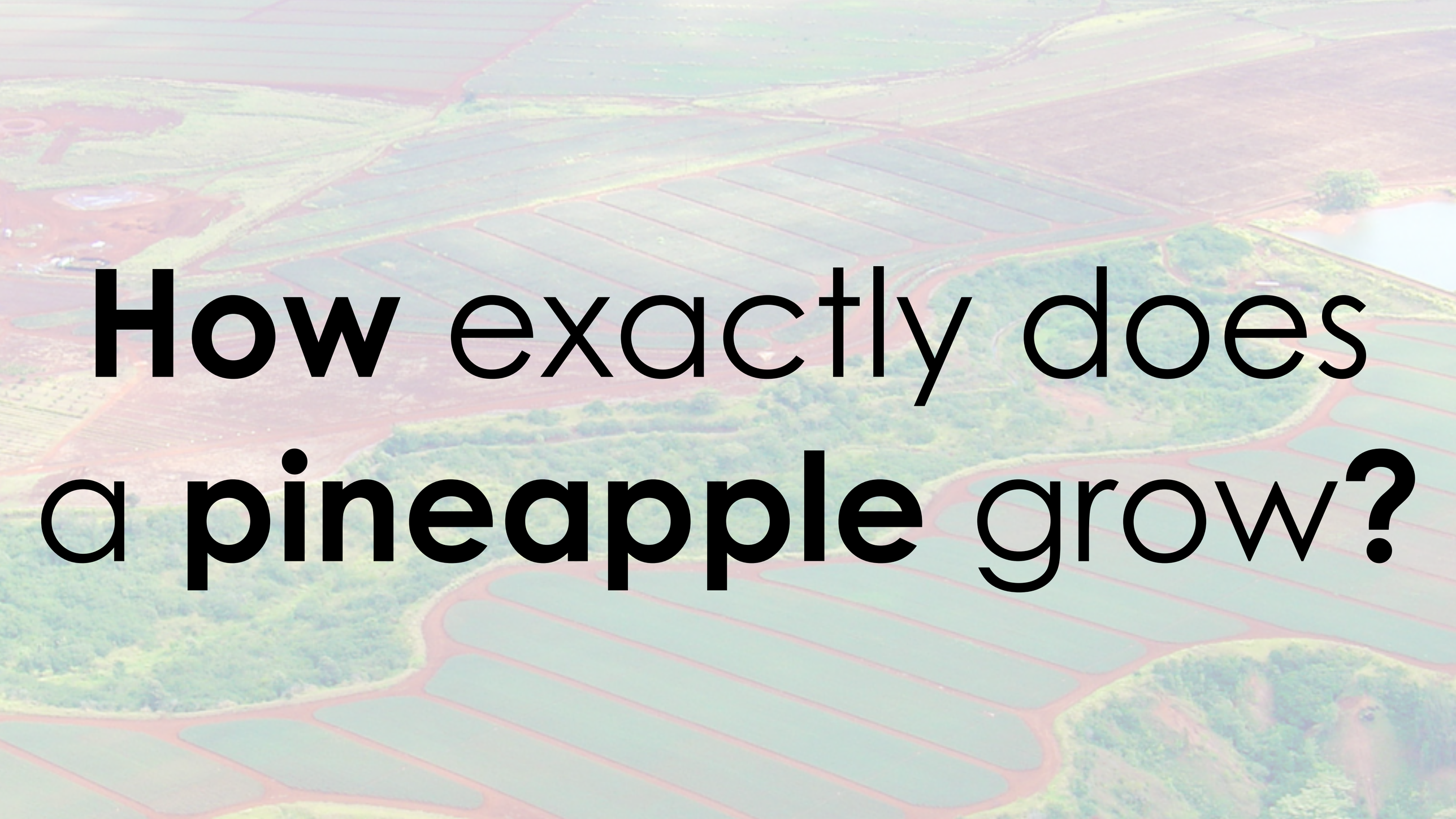
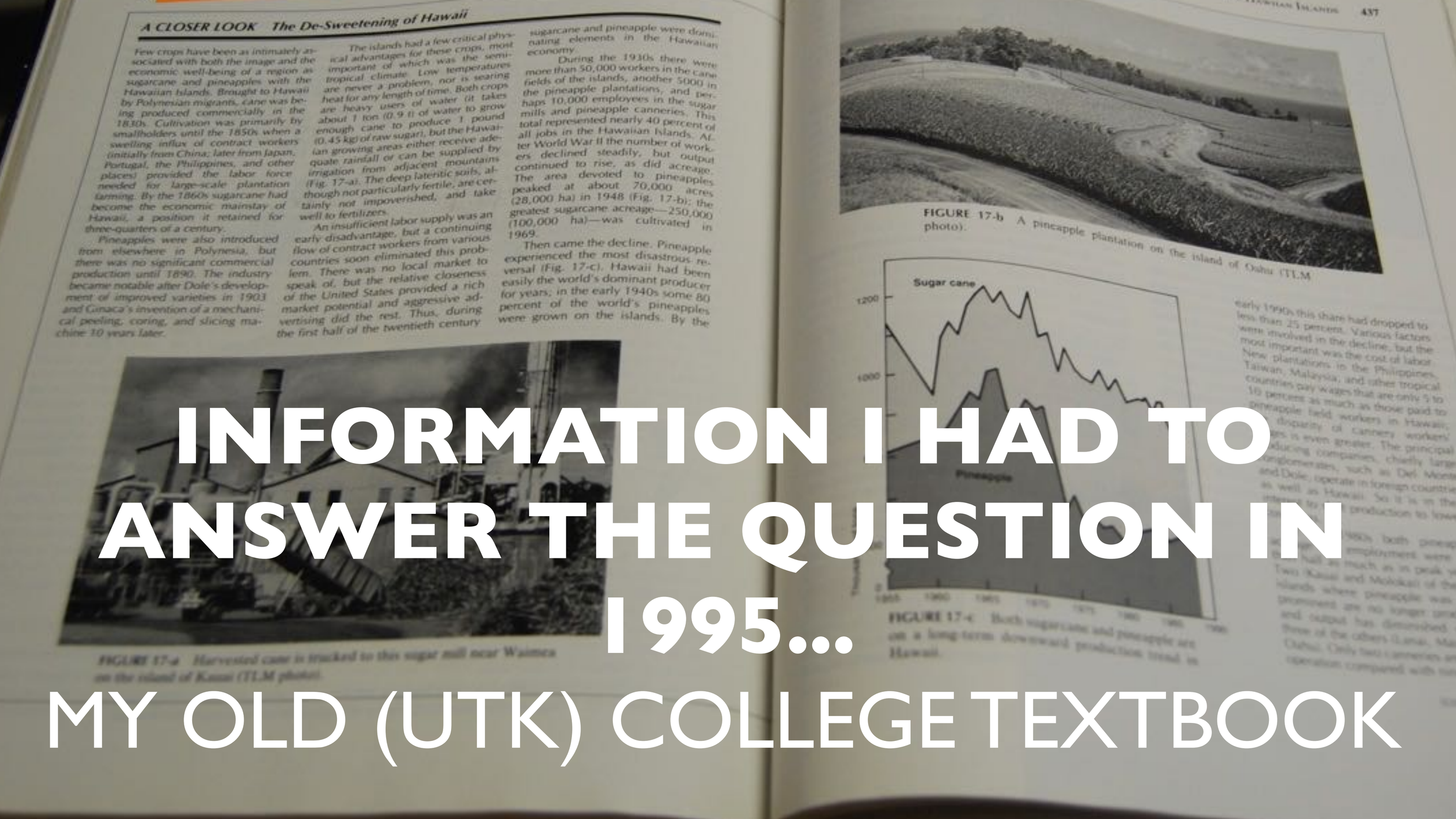

How exactly does
a **pineapple** grow**?**



INFORMATION I HAD TO ANSWER THE QUESTION IN 1995...

MY OLD (UTK) COLLEGE TEXTBOOK

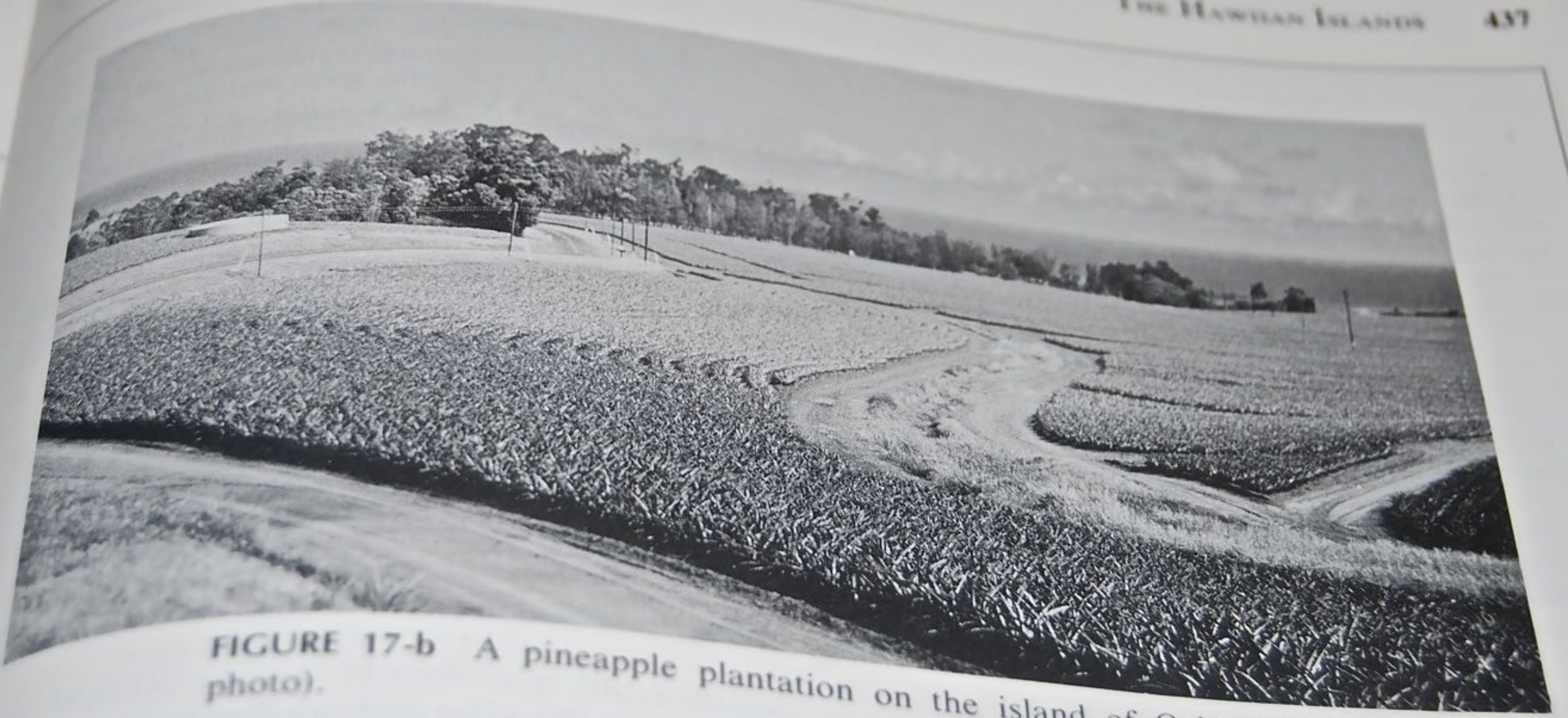


FIGURE 17-b A pineapple plantation on the island of Oahu (TLM photo).

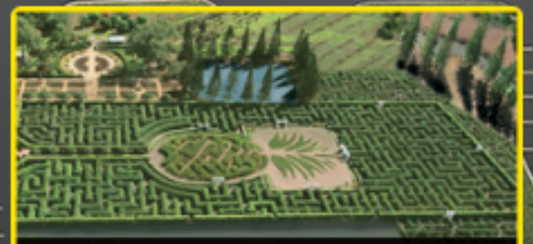
There wasn’t much else readily available to me in 1994.

“I always thought pineapples grew on trees,” a student in my geography class.

HAWAII'S COMPLETE PINEAPPLE EXPERIENCE

PINEAPPLE EXPRESS TRAIN TOUR

PLANTATION GARDEN TOUR



PINEAPPLE GARDEN MAZE

PLANTATION GRILLE

HOME
- A GLOBAL SEA BASIN
- THE EVERYDAY
- CROSS REFERENCES
- POLITICAL ALIGNMENTS AND SITUATION
- HISTORICAL EVOLUTION
- ISLANDS AND MAINLAND TERRITORIES
- MARITIMES SPACES
- MAJORS RISKS
- POPULATION
- HEALTH AND CARE
- ECONOMICS
- TOURISM, SPORT AND LEISURE
- CULTURE AND ARTS
- MOBILITIES AND MIGRATIONS
- COMMUNICATIONS, TRANSPORT AND ITC
- UNIVERSITIES, ADVANCED PROGRAMS
- TEACH THE CARIBBEAN
- MAP ROOM

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ECONOMICS

- Agriculture (2006-2009)
- Agriculture : mutation (2005-2006) FR ES
- Agriculture: emblematic landscapes
- Agriculture: food-self sufficiency (2005-2007)
- Agriculture: production (2007-2008)
- Commerce extérieur (2001) FR
- Currencies
- Economic organisations (2009)
- Fishing (1995)
- GNP per capita (1995)
- Integrated energy strategy (2004-2007)
- La Chine dans la Caraïbe FR
- Nouveau contexte pétrolier (2015) FR
- Nouvelles donnes régionales (2004-2006) FR
- Sugar and Oil (1999-2011)
- Tax havens (2007-2010)
- Tax havens (2008-2012)
- Trinidad and Tobago (2000-2005)

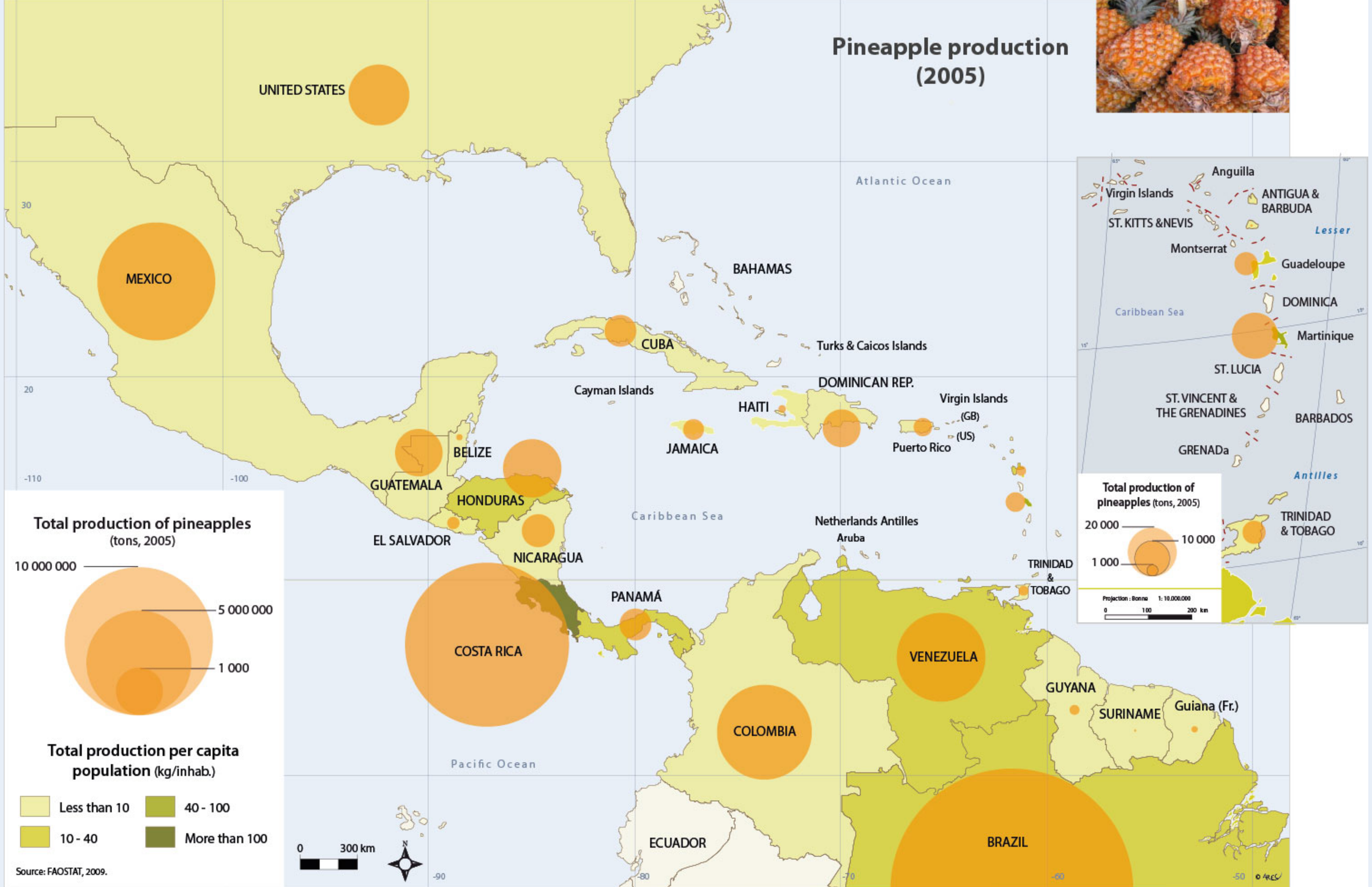
Document permalink

Towards food-self sufficiency? (2005-2007)

Understanding the realities of agricultural production in the Caribbean in relation to the region's local populations must take into consideration not only overall totals for this product or that state, but much more the same figures set against the population totals of the country in question.

Clearly, it appears paradoxical to want to compare countries as diverse as Mexico, whose land area is around 1.98 million km^2 and a population of 110 million with Dominica, a tiny island of 754 km^2 and less than 50 000 inhabitants.

In spite of all the technical innovations and policies, whether optional or not, production totals alone can never be comparable. Even production per capita does not reveal everything, but at least gets closer to the notion of self-sufficiency, particularly in small countries, thereby allowing some assessment of the options chosen by their populations in an increasingly globalised market.


Pineapple production
(2005)
UNITED STATES
MEXICO
BAHAMAS
CUBA
Cayman Islands
Turks & Caicos Islands
DOMINICAN REP.
HAITI
JAMAICA
Virgin Islands
(GB)
(US)
Puerto Rico
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
PANAMÁ
COSTA RICA
Netherlands Antilles
Aruba
TRINIDAD
&
TOBAGO
VENEZUELA
COLOMBIA
GUYANA
SURINAME
Guiana (Fr.)
ECUADOR
BRAZIL
Atlantic Ocean
Caribbean Sea
Pacific Ocean
Total production of pineapples
(tons, 2005)
10 000 000
5 000 000
1 000
Total production per capita population (kg/inhab.)
Less than 10
10 - 40
40 - 100
More than 100
Source: FAOSTAT, 2009.
0
300 km
N
Anguilla
Virgin Islands
ANTIGUA &
BARBUDA
ST. KITTS &NEVIS
Lesser
Montserrat
Guadeloupe
DOMINICA
Caribbean Sea
Martinique
ST. LUCIA
ST. VINCENT &
THE GRENADINES
BARBADOS
GRENADa
Antilles
TRINIDAD
& TOBAGO
Total production of pineapples (tons, 2005)
20 000
10 000
1 000

Pineapple production (2005)

UNITED STATES
MEXICO
BAHAMAS
CUBA
Turks & Caicos Islands
Cayman Islands
DOMINICAN REP.
HAITI
Virgin Islands (GB)
(US)
Puerto Rico
JAMAICA
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
COSTA RICA
PANAMÁ
Netherlands Antilles
Aruba
TRINIDAD & TOBAGO
VENEZUELA
COLOMBIA
GUYANA
SURINAME
Guiana (Fr.)
ECUADOR
BRAZIL

Atlantic Ocean
Caribbean Sea
Pacific Ocean

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Antilles
TRINIDAD & TOBAGO

Total production of pineapples (tons, 2005)

20 000
10 000
1 000

Projection : Bonne 1: 10.000.000
0 100 200 km

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5 000 000
1 000

Total production per capita population (kg/inhab.)

- Less than 10
- 10 - 40
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- More than 100

Source: FAOSTAT, 2009.

0 300 km

N

30
20
-110
-100
-90
-80
-70
-60
-50

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OF ECONOMIC COMPLEXITY

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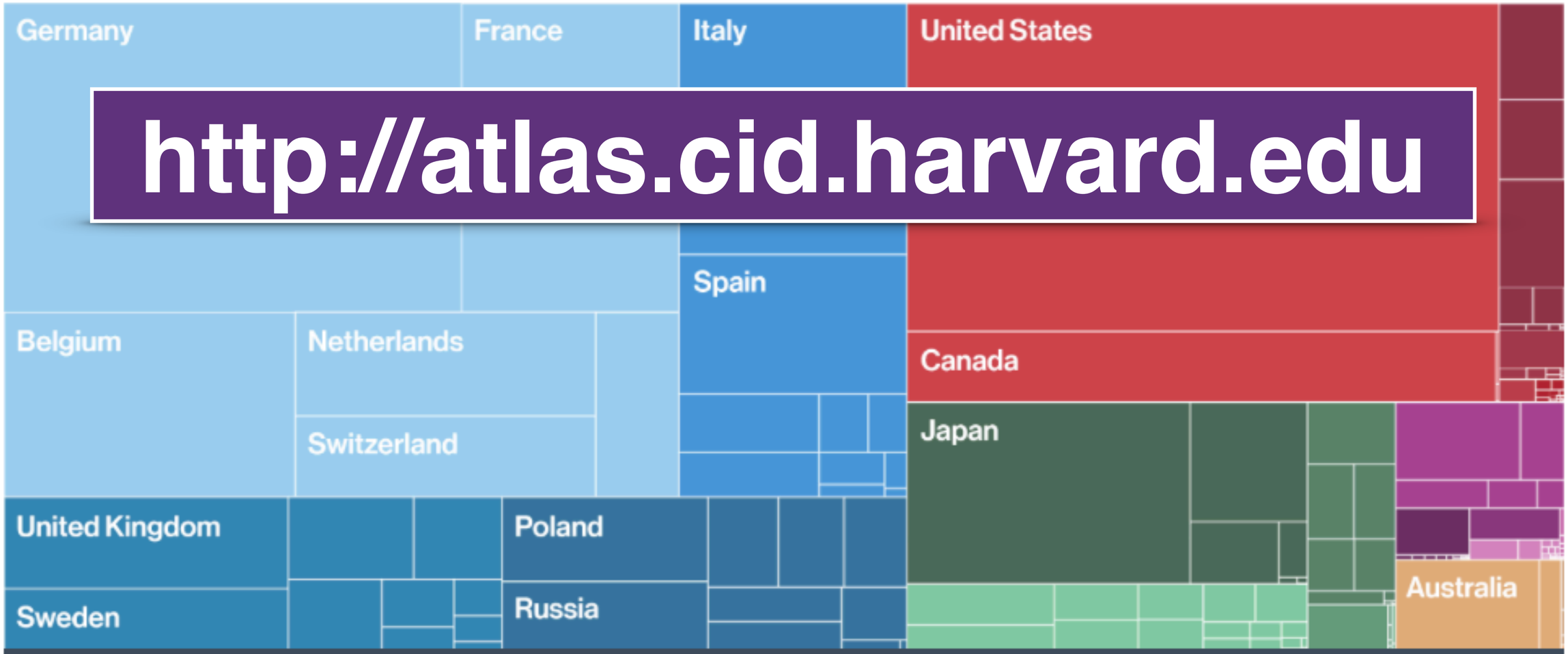

http://atlas.cid.harvard.edu

TREEMAP

Which countries imported coffee in 2015?

THE ATLAS
OF ECONOMIC COMPLEXITY

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Who exported Dates, figs, PINEAPPLES, avocados, guavas and mangoes in 2015?

World Data

Select a Country

All Countries

Exports Imports

Product Partner

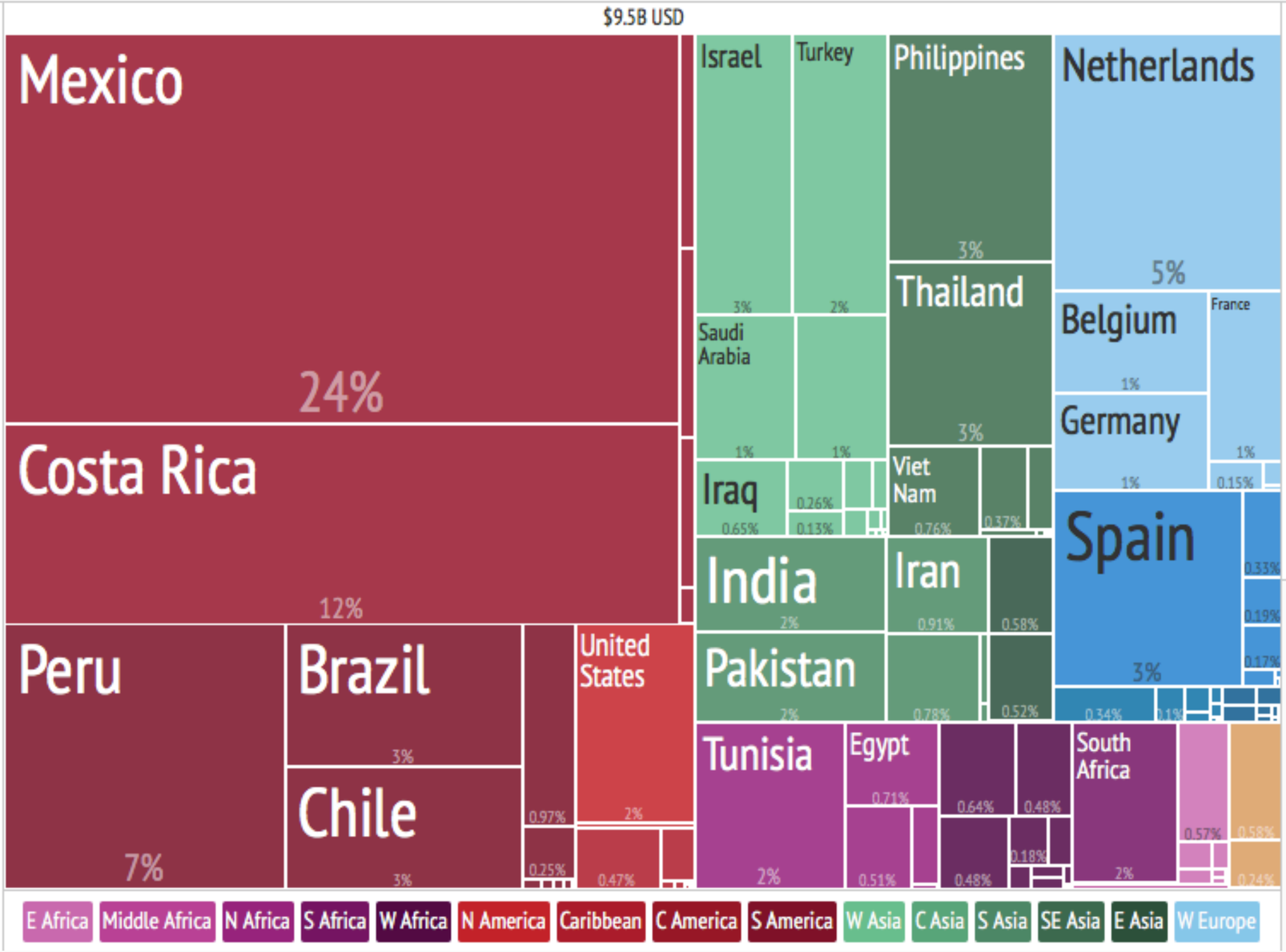
Dates, figs, pineapples, a...

Trade Data Visualization

Complexity Visualization

Time Period

2015 End



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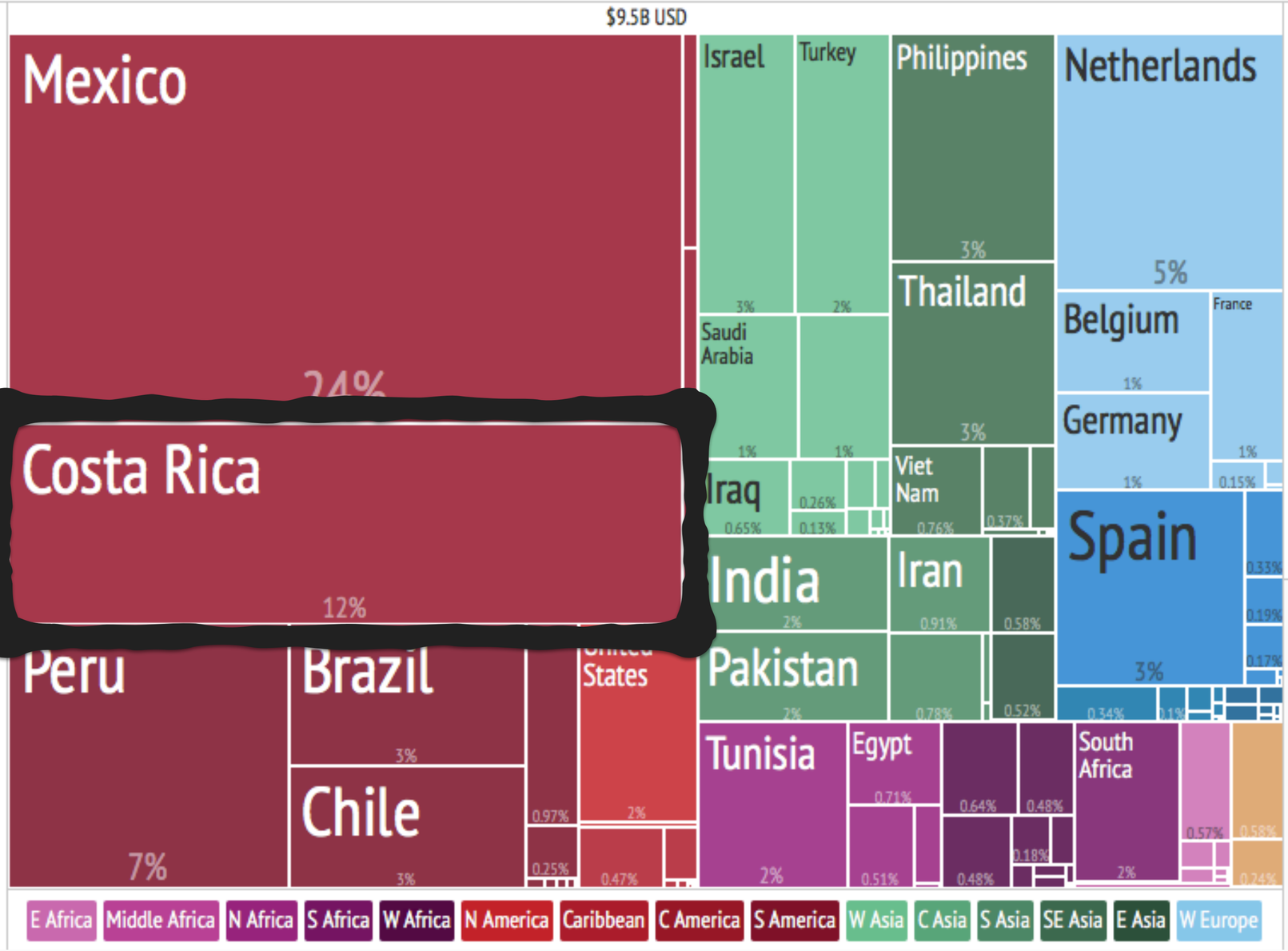

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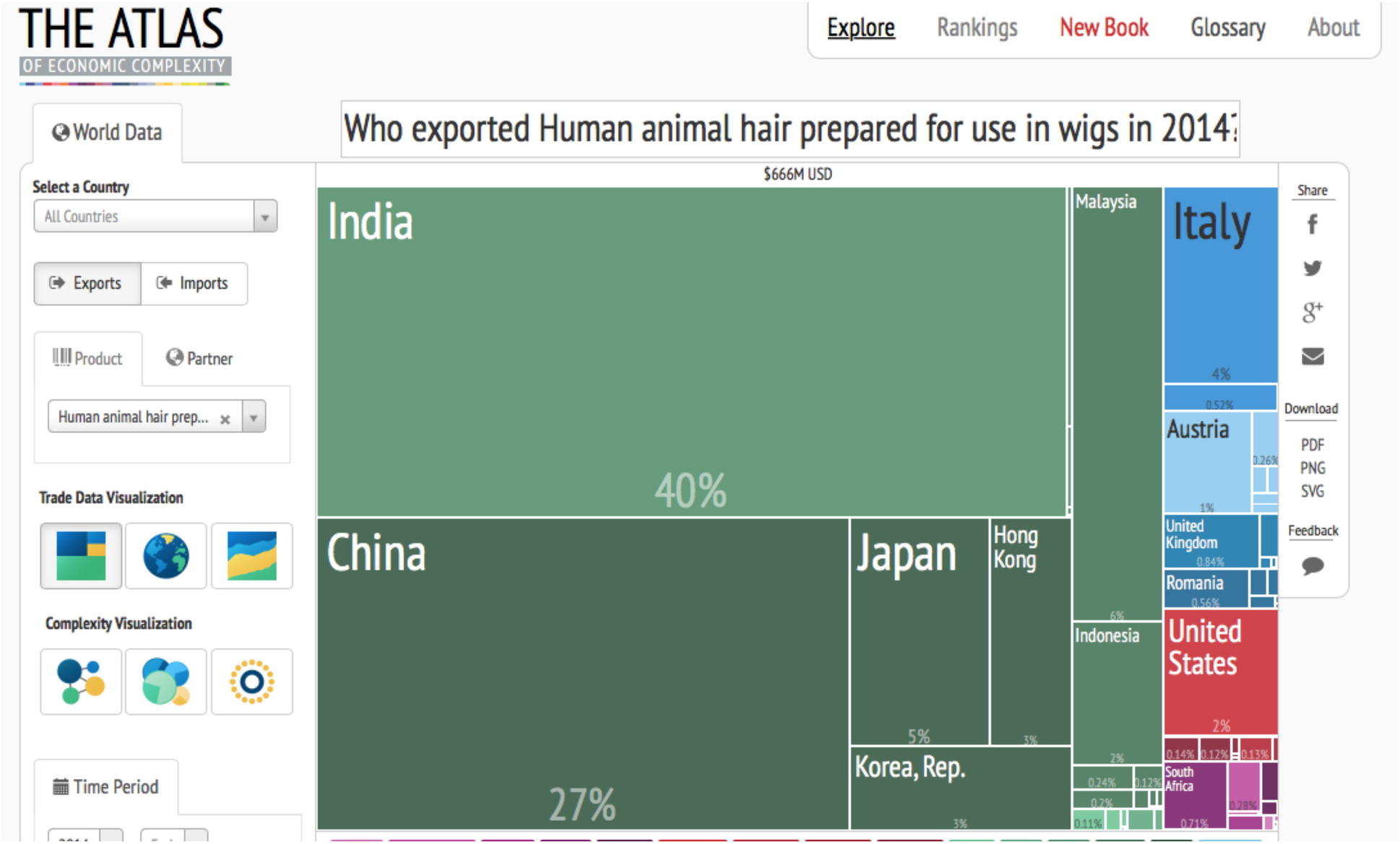
All kinds of topics for almost all subjects...

All kinds of topics for almost all subjects…



LAGAH EXPORTS - INDIA

PERCEIVE - COMMIT - DELIVER

LAGAH EXPORTS - INDIA is formed in 2009 as a dedicated export unit for the export of 100% virgin remi Indian and Brazilian human hair in INDIA. We are having factories in in Chennai, Mumbai and New Delhi, where all the hair are naturally processed and sorted as per their lengths and quality. And at last hair are exported to our clients in different countries.

Before this , we were supplying our products to different exporters all over the INDIA. But in 2009, we decided to convert our organization to a 100% export oriented unit. Which resulted in form of LAGAH EXPORTS - INDIA. So now under strong sales and marketing command of Mr. Ashok K. Lagah (Proprietor) and Mr. S. K. Lagah (Sr. Manager) of LAGAH EXPORTS, the organization is aimed towards excel of this initative of our, to be the biggest manufacturing and export unit of 100% Virgin Remi/Remy Indian and Brazilian Human Hair in INDIA.

INDIA - PROCESSING THE HAIR FOR EXPORT

HUMAN HAIR

Access to information is incredible… a lot more that you can do and show.

Makes teaching social studies really exciting… labor intensive.

ADDITIONAL

Online Resources

I have a website for my students…most schools will require this.

http://hhsrobinson.org

Catalonian -- Benvingut!
Chinese (Mandarin) -- Wei
Dutch -- Welkom or Groeten
Filipino -- See Tagalog

Mr. Robinson's website

Russian -- Spriveton
Samoan -- Talofa
Scots (Scotland) -- Walcum
Serbo-Croatian -- Dobro Nam Dosli

Select your class:

Scots (Scotland) -- Walcum
Serbo-Croatian -- Dobro Nam Dosli
Sierra Leone -- Padi Koosheh
Spanish -- Bienvenidos
Swahili -- Salamu
Swedish -- Välkommen
Swiss German -- Gruetzi
Tagalog (Philippines) -- Tuloy Po Kayo
Tahitian (Tahiti) -- Maeva
Tibetan (Tibet) -- Chaa-phe Nang
Turkish -- Merhaba
Ukrainian -- Bitaemo
Urdu -- Salaam O Aleikum
Vietnamese -- Chao
Welsh -- Croeso!
Yiddish -- Gut Tog
Yoruba (W Africa) -- E Kaabo
Zulu (South Africa)-- Ukwemukela
English (America, Britain) -- Welcome
Afrikaans (South Africa) -- Welkom
Arabic -- Merhaba
Australian -- G'day
Bengali (India, Bangladesh) -- Shagatom
Bhasa Indonesian -- Selamat Datang
Catalonian -- Benvingut!
Chinese (Mandarin) -- Wei
Dutch -- Welkom or Groeten
Filipino -- See Tagalog
Finnish -- Tervetuloa
French -- Bienvenue

Select your class:

Advanced Placement Human Geography

Facing History & Ourselves Honors

Advanced Placement Research

Check Grades

PowerSchool

Contact Me

michael.robinson@gmsdk12.org

General Information

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Classroom Rules and Discipline
About Me . . . Mr. Robinson
Houston High School

2016-17 Schedule

1st- AP Human Geography
2nd- AP Human Geography
3rd- Facing History Honors
4th- AP Human Geography
5th- AP Human Geography
6th- Planning
7th- AP Research

Times for Make-Up Work

M-F - 7:20 AM -7:40 AM

Scots (Scotland) -- Walcum
Serbo-Croatian -- Dobro Nam Dosli
Sierra Leone -- Padi Koosheh
Spanish -- Bienvenidos
Swahili -- Salamu
Swedish -- Välkommen
Swiss German -- Gruetzi

Turkish -- Merhaba
Ukrainian -- Bitaemo
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Bengali (India, Bangladesh) -- Shagatom
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Advanced Placement Research

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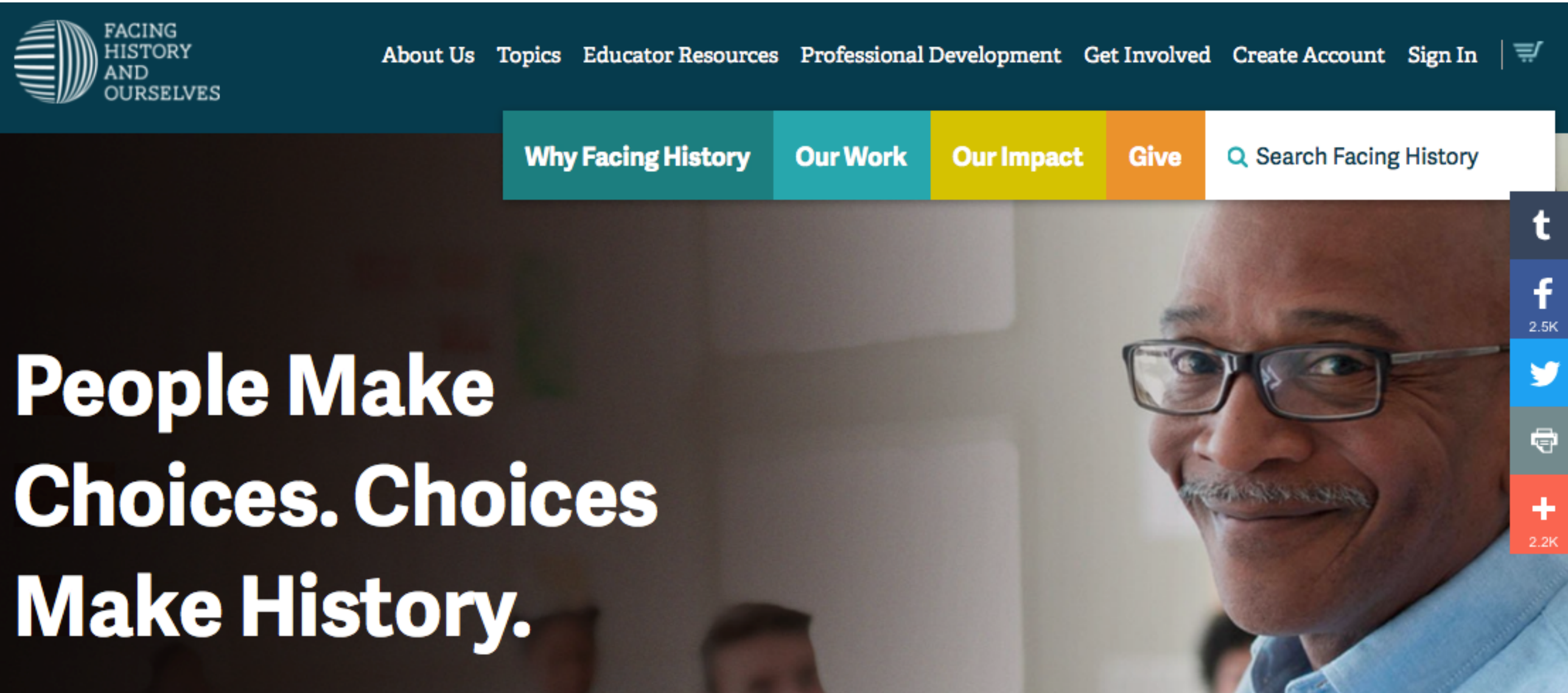
M-F - 7:20 AM -7:40 AM

Excellent Website for US and WORLD HISTORY
https://www.facinghistory.org



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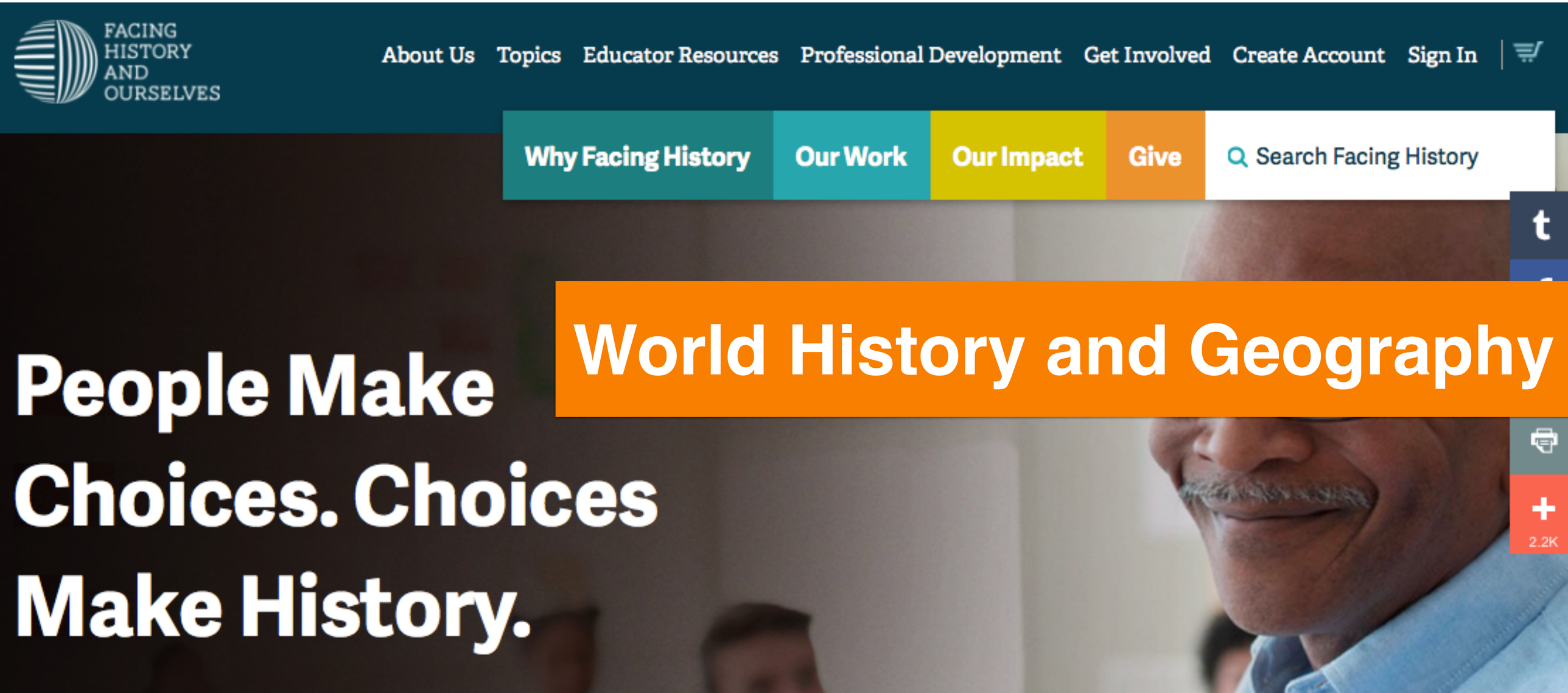

World History and Geography

Facing History & Ourselves Honors

Check Grades

Skyward

Class Information

Syllabus TN Standards.docx.

Daily Lesson Plans Fall 2017.pdf

Honors Assignments.pdf

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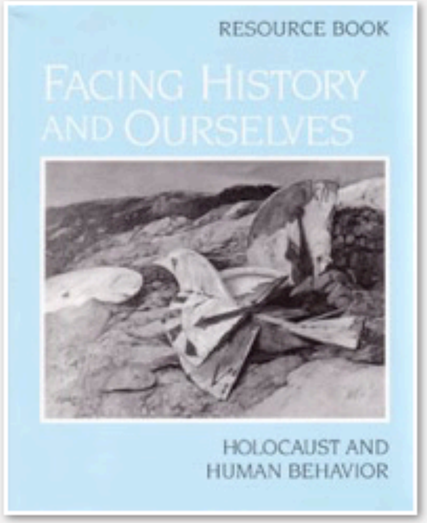
Holocaust Timeline.pdf

Holocaust and Human Behavior Textbook



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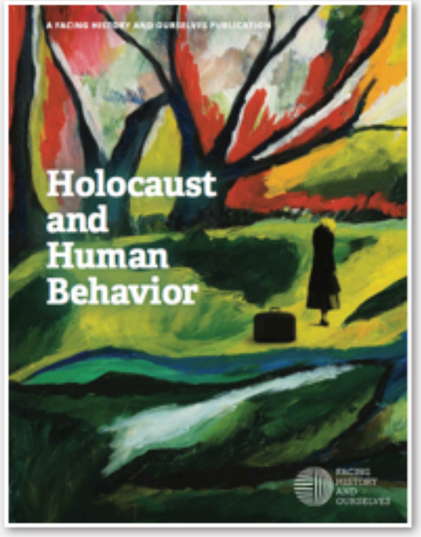

Facing History & Ourselves Honors

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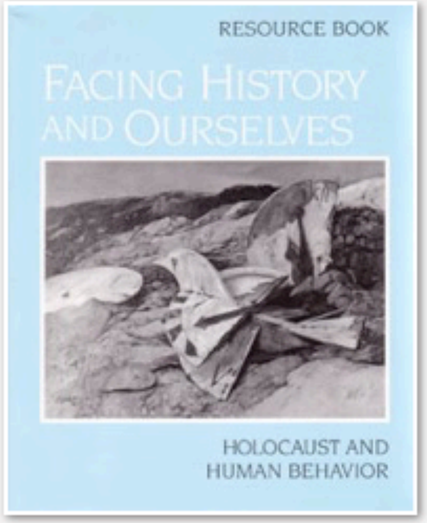

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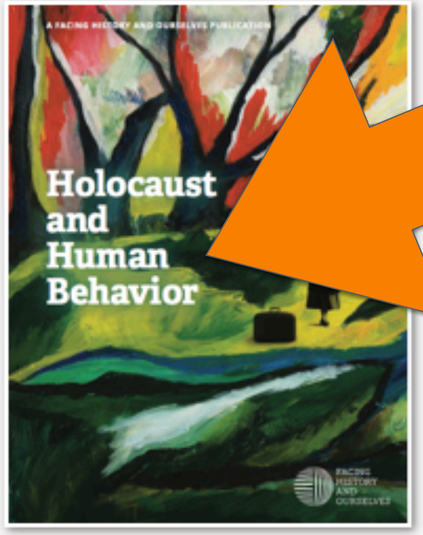

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'Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked.'

Hear the speech

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The Presidency / Presidential Speeches

PRESIDENT DATE

George Washington	John Adams	Thomas Jefferson	James Madison
James Monroe	John Quincy Adams	Andrew Jackson	Martin Van Buren
William Harrison	John Tyler	James K. Polk	Zachary Taylor
Millard Fillmore	Franklin Pierce	James Buchanan	Abraham Lincoln
Andrew Johnson	Ulysses S. Grant	Rutherford B. Hayes	James A. Garfield
Chester A. Arthur	Grover Cleveland	Benjamin Harrison	William McKinley
Theodore Roosevelt	William Taft	Woodrow Wilson	Warren G. Harding
Calvin Coolidge	Herbert Hoover	Franklin D. Roosevelt	Harry S. Truman
Dwight D. Eisenhower	John F. Kennedy	Lyndon B. Johnson	Richard Nixon
Gerald Ford	Jimmy Carter	Ronald Reagan	George H. W. Bush
Bill Clinton	George W. Bush	Barack Obama	Donald Trump

June 26, 1963: "Ich bin ein Berliner" Speech

About this speech

John F. Kennedy

June 26, 1963

Source: National Archives

In Berlin, Germany, President Kennedy commends Berliners on their spirit and dedication to democracy and expresses his solidarity with them through the words "as a free man, I take pride in the words Ich bin ein Berliner! (I am a Berliner)."

John F. Kennedy’s Speech on June 26, 1963 Excerpts…

There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. Lass' sic nach Berlin kommen. Let them come to Berlin.

…

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words "Ich bin ein Berliner!”

ACHTUNG!
JETZT
UTSCHLA
95 B

June 12, 1987: Address from the Brandenburg Gate (Berlin Wall)

00:37 -26:00

About this speech

Ronald Reagan

June 12, 1987

Location: National Archives

In one of his most famous statements, President Reagan declares "Mr. Gorbachev, tear down this wall!" He speaks of future peace with the Soviet Union and encourages the Soviet government to work on bringing East and West Berlin together.

Ronald Reagan's Speech on June 12, 1987 Excerpts…

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

…

When President Kennedy spoke at the City Hall those 24 years ago, freedom was encircled, Berlin was under siege. And today, despite all the pressures upon this city, Berlin stands secure in its liberty. And freedom itself is transforming the globe.

…

In Europe, only one nation and those it controls refuse to join the community of freedom. Yet in this age of redoubled economic growth, of information and innovation, the Soviet Union faces a choice: It must make fundamental changes, or it will become obsolete. Today thus represents a moment of hope. We in the West stand ready to cooperate with the East to promote true openness, to break down barriers that separate people, to create a safer, freer world.

Scots (Scotland) -- Walcum
Serbo-Croatian -- Dobro Nam Dosli
Sierra Leone -- Padi Koosheh
Spanish -- Bienvenidos
Swahili -- Salamu
Swedish -- Välkommen
Swiss German -- Gruetzi
Tagalog (Philippines) -- Tuloy Po Kayo
Tahitian (Tahiti) -- Maeva
Tibetan (Tibet) -- Chaa-phe Nang
Turkish -- Merhaba
Ukrainian -- Bitaemo
Urdu -- Salaam O Aleikum
Vietnamese -- Chao
Welsh -- Croeso!
Yiddish -- Gut Tog
Yoruba (W Africa) -- E Kaabo
Zulu (South Africa)-- Ukwemukela
English (America, Britain) -- Welcome
Afrikaans (South Africa) -- Welkom
Arabic -- Merhaba
Australian -- G'day
Bengali (India, Bangladesh) -- Shagatom
Bhasa Indonesian -- Selamat Datang
Catalonian -- Benvingut!
Chinese (Mandarin) -- Wei
Dutch -- Welkom or Groeten
Filipino -- See Tagalog
Finnish -- Tervetuloa
French -- Bienvenue

Select your class:

Advanced Placement Human Geography

Facing History & Ourselves Honors

Advanced Placement Research

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Contact Me

michael.robinson@gmsdk12.org

General Information

Letter to Parent or Guardian
Classroom Rules and Discipline
About Me . . . Mr. Robinson
Houston High School

2016-17 Schedule

1st- AP Human Geography
2nd- AP Human Geography
3rd- Facing History Honors
4th- AP Human Geography
5th- AP Human Geography
6th- Planning
7th- AP Research

Times for Make-Up Work

M-F - 7:20 AM -7:40 AM

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AP Human Geography

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Links

Rubenstein Online Access Directions

Introduction to Human Geography by Rubenstein

Fall Semester

Syllabus
Classroom Rules
Parent Letter
Materials Needed

UNITS

- Geography: Its Nature and Perspectives
- Population
- Culture
- Political
- Development / Agriculture
- Industry
- Urbanization
- Globalization

Photo Analysis
Rubenstein Map Analysis Fall
Rubenstein Map Analysis Spring
Vocabulary
Map Quizzes
Current Event / Photo Analysis (PDF)

Links

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Introduction to Human Geography by Rubenstein
Human Geography In Action by Kuby
The Census Bureau
American FactFinder Age and Sex Statistics
Population Reference Bureau
Geoenrichment - USA Population Pyramids

Movie Handouts / Outlines

Food Inc.pdf
Life and Debt.pdf
Radiant City.pdf

AP Exam Review Materials

APHG Course Description.pdf
Mapping Exercise.key.zip (Keynote)
Mapping Exercise.ppt (PowerPoint)

Daily Lesson Plans
Fall 2016

Spring Semester

Daily Lesson Plans
2015

Pay for AP Exam

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[illegible]

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Population and Migration

Vocabulary Definitions

Vocabulary 3 Population

Vocabulary 4 Migration

Outlines

Chapter 2 Outline.pdf (PDF)

Chapter 2 Outline.docx (WORD)

Chapter 3 Outline.pdf (PDF)

Chapter 3 Outline.docx (WORD)

Activities and Videos

Population Video Page

Unit 2 Population Videos

Unit 3 Migration Videos

Population and Migration

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Unit 3 Migration Videos

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http://hhsrobinson.org/HHSRobinson/GA.html

APHG Group Activities

Geography: Its Nature and Perspectives

Population

Culture

Political

Development and Agriculture

Industry

Urbanization

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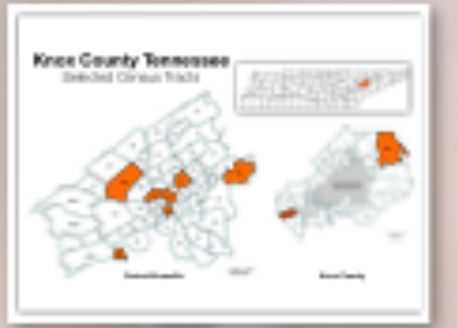
Population and Migration

Population Pyramids World Examples

Population Pyramids Shelby Co., TN

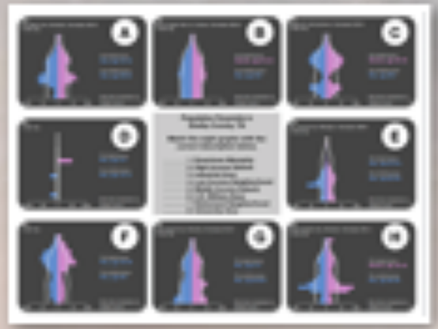


Population Pyramids Knox Co., TN

Foreign Born Population Maps

Foreign Born Professions Maps

Population Pyramids



Population Pyramids Anywhere in the United States

USA: Where We All Come From

Population and Migration

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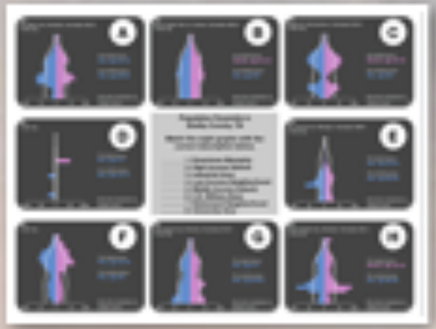
Population Pyramids

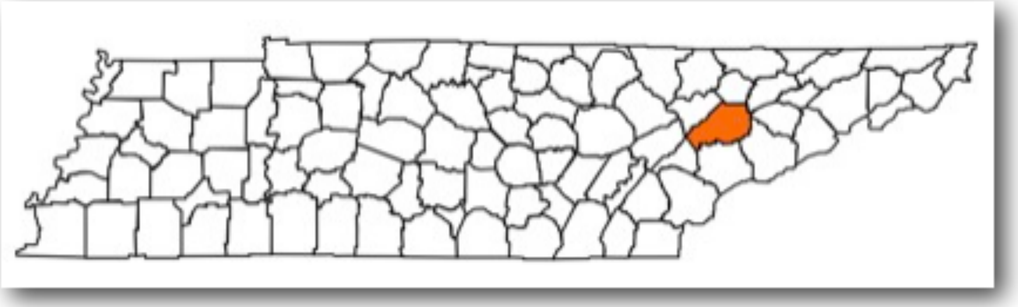


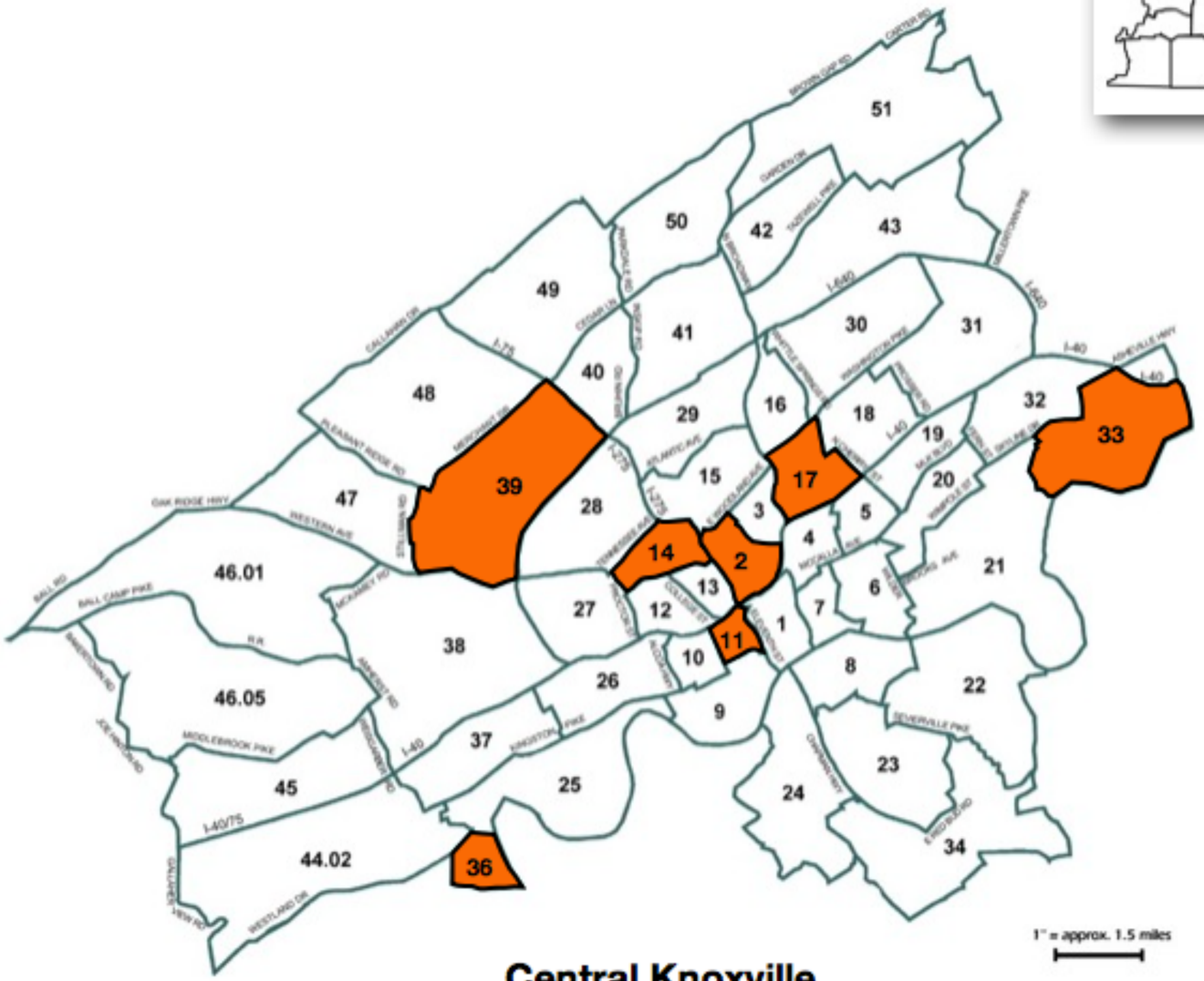
Population Pyramids Anywhere in the United States

USA: Where We All Come From

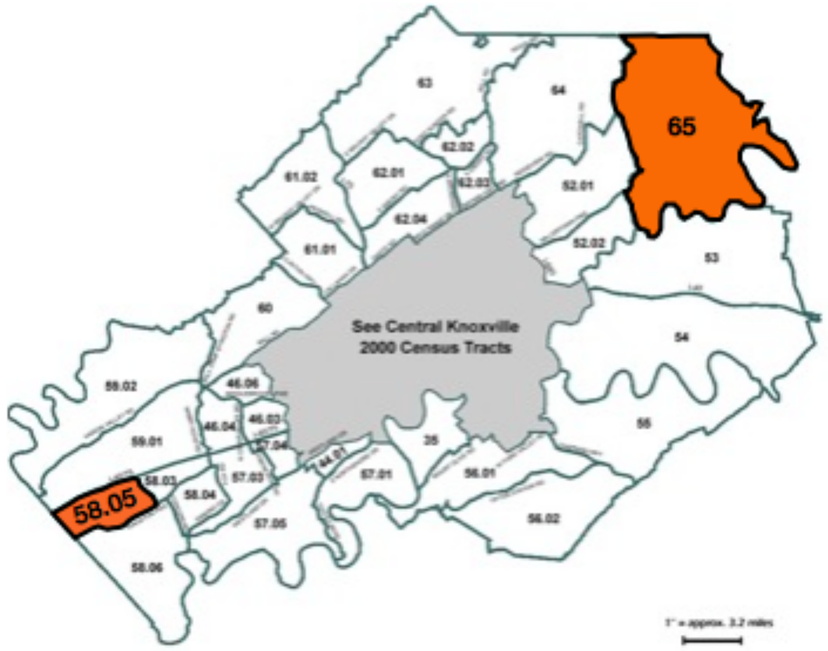
Knox County Tennessee

Selected Census Tracts



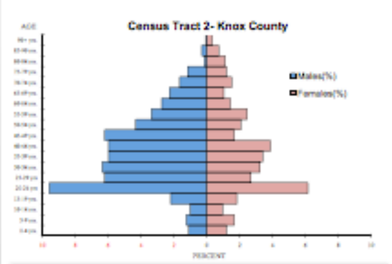


Central Knoxville



Knox County

Students Match the Population Pyramid with the Description



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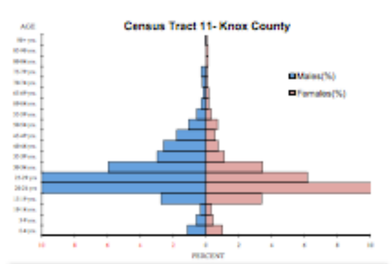

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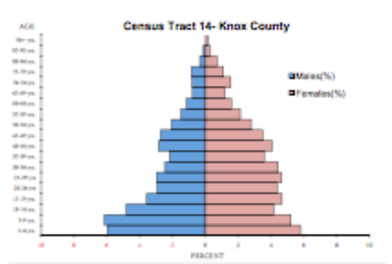

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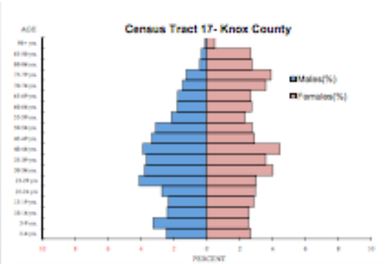

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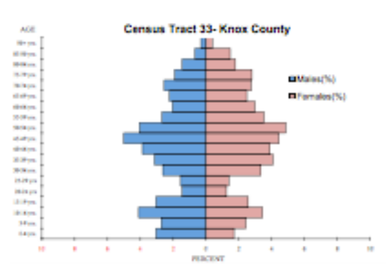

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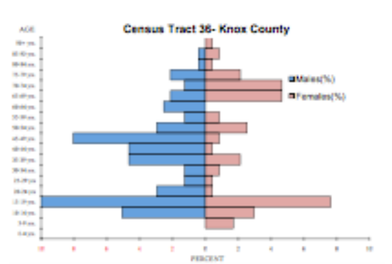

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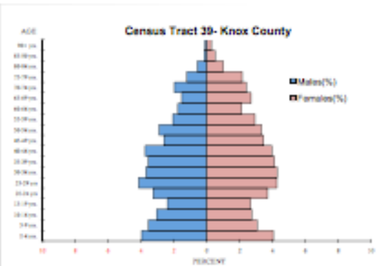

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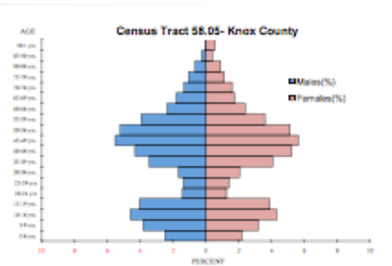

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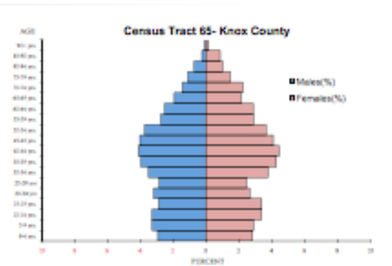


9.

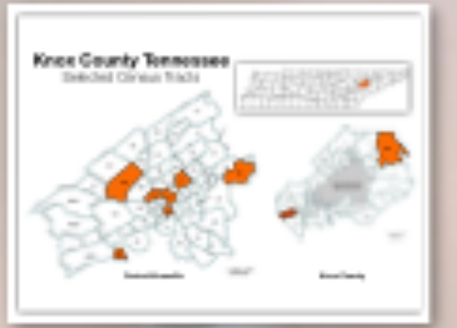
Knox County Population Pyramids

- A- Wealthy Suburban Neighborhood
- B- Government Housing Low Income Neighborhood
- C- Established (older) Wealthier Neighborhood
- D- Rural Housing (outskirts of urban area)
- E- Established (older) Middle Class Urban Neighborhood
- F- Downtown Knoxville Area
- G- Health Facility (with low population numbers)
- H- Student Housing for the University of Tennessee, Knoxville

Population and Migration

Population Pyramids World Examples

Population Pyramids Shelby Co., TN



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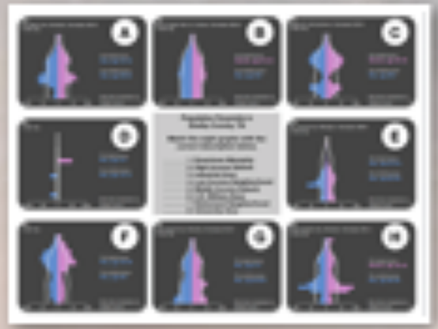
Population Pyramids



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USA: Where We All Come From

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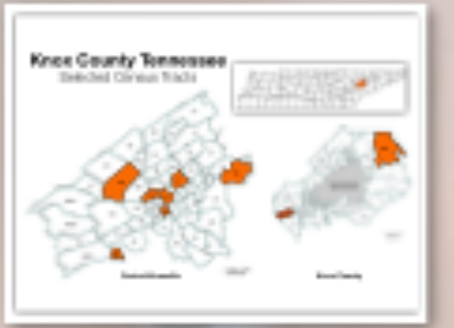
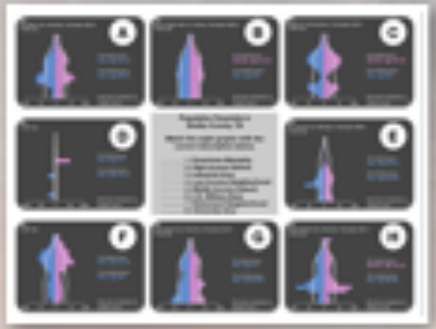


Population Pyramids Knox Co., TN

Population Pyramids



Population Pyramid Anywhere i Unit

USA: Where We All Come From

Mapping Migration in the United States

By GREGOR AISCH and ROBERT GEBELOFF AUG. 15, 2014

The New York Times

Where people who lived in each state in 2012 were born

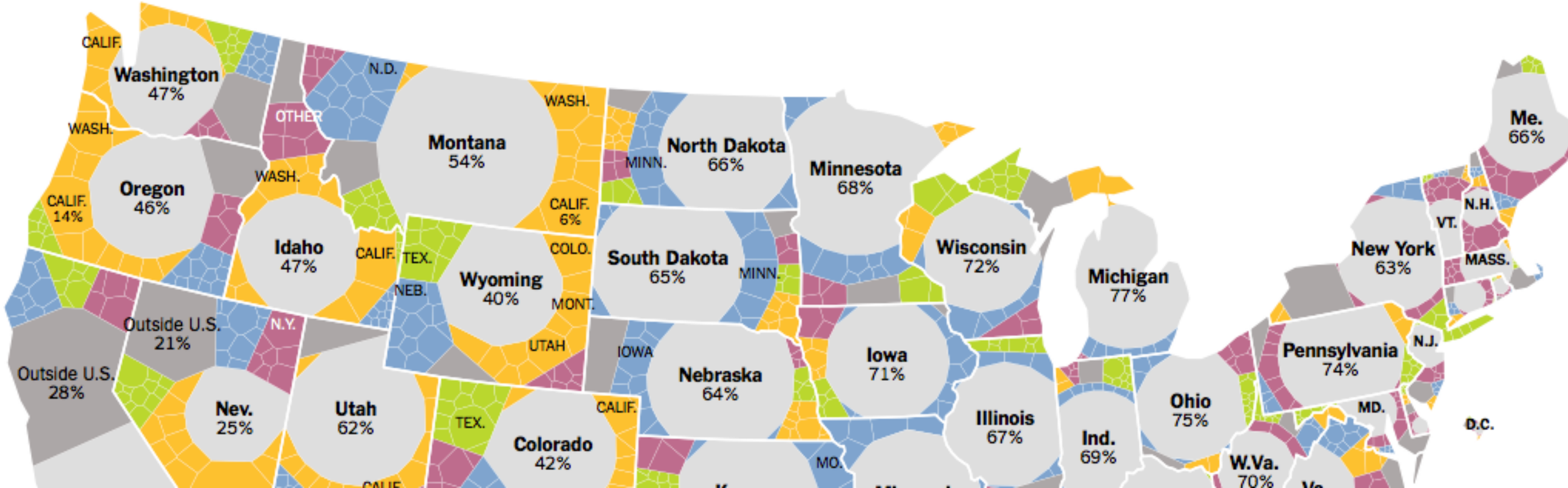
Each shape represents where the people living in a state were born. Within a state, larger shapes mean a group makes up a larger share of the population.

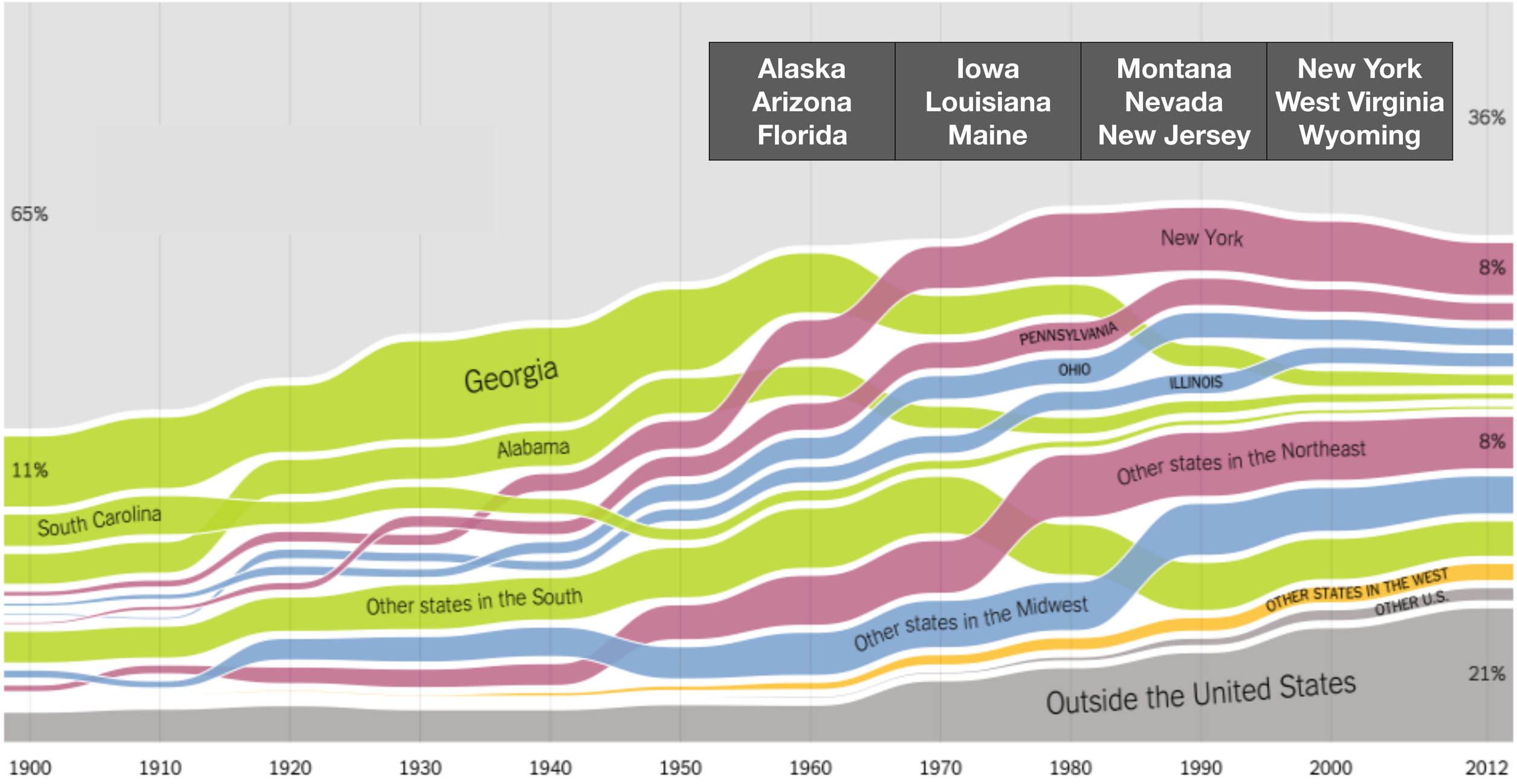
SELECT A YEAR

1900 | 1950 | 20

Northeast South Midwest West Outside the U.S.*

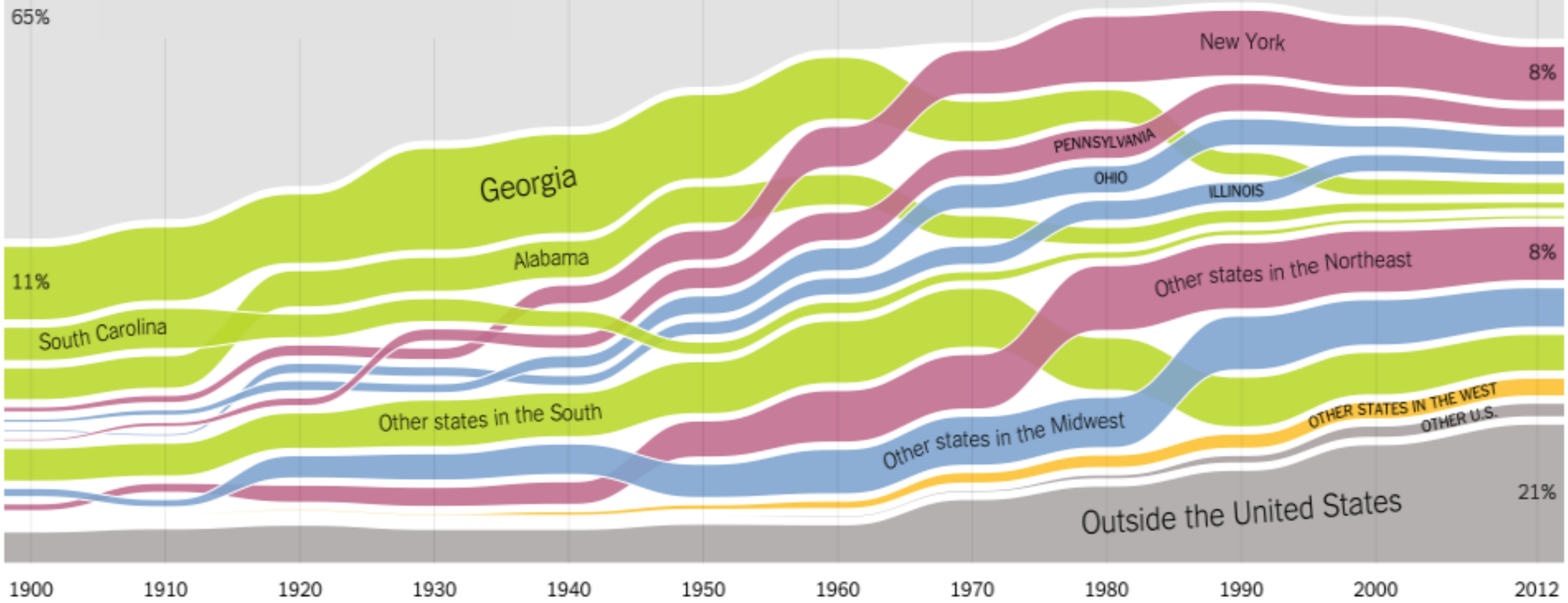
http://www.nytimes.com/2014/08/16/upshot/mapping-migration-in-the-united-states-since-1900.html?_r=0

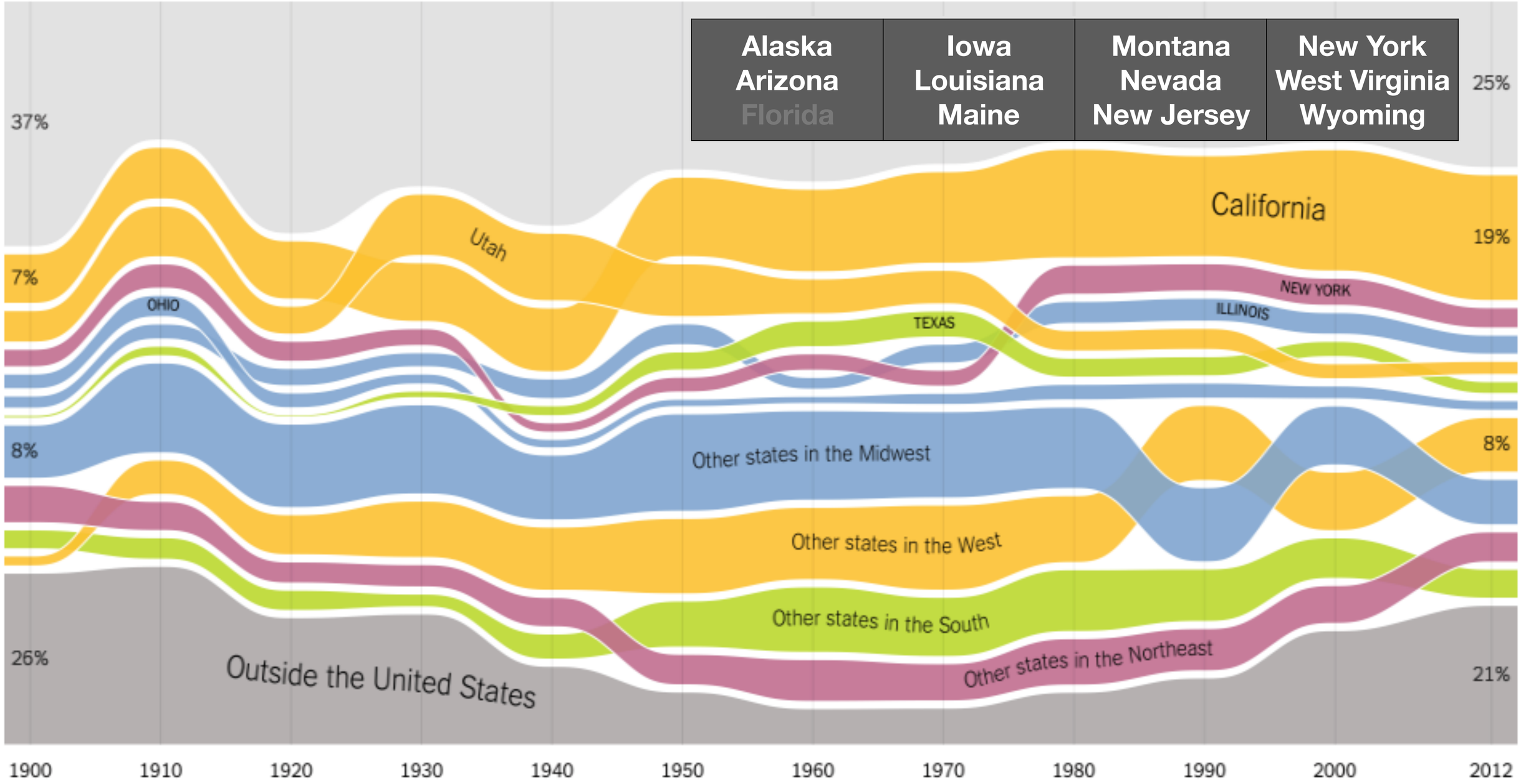



Alaska
Arizona
Florida
Iowa
Louisiana
Maine
Montana
Nevada
New Jersey
New York
West Virginia
Wyoming
36%
65%
New York
8%
PENNSYLVANIA
OHIO
ILLINOIS
Georgia
Alabama
11%
Other states in the Northeast
8%
South Carolina
Other states in the South
Other states in the Midwest
OTHER STATES IN THE WEST
OTHER U.S.
Outside the United States
21%
1900
1910
1920
1930
1940
1950
1960
1970
1980
1990
2000
2012

FLORIDA

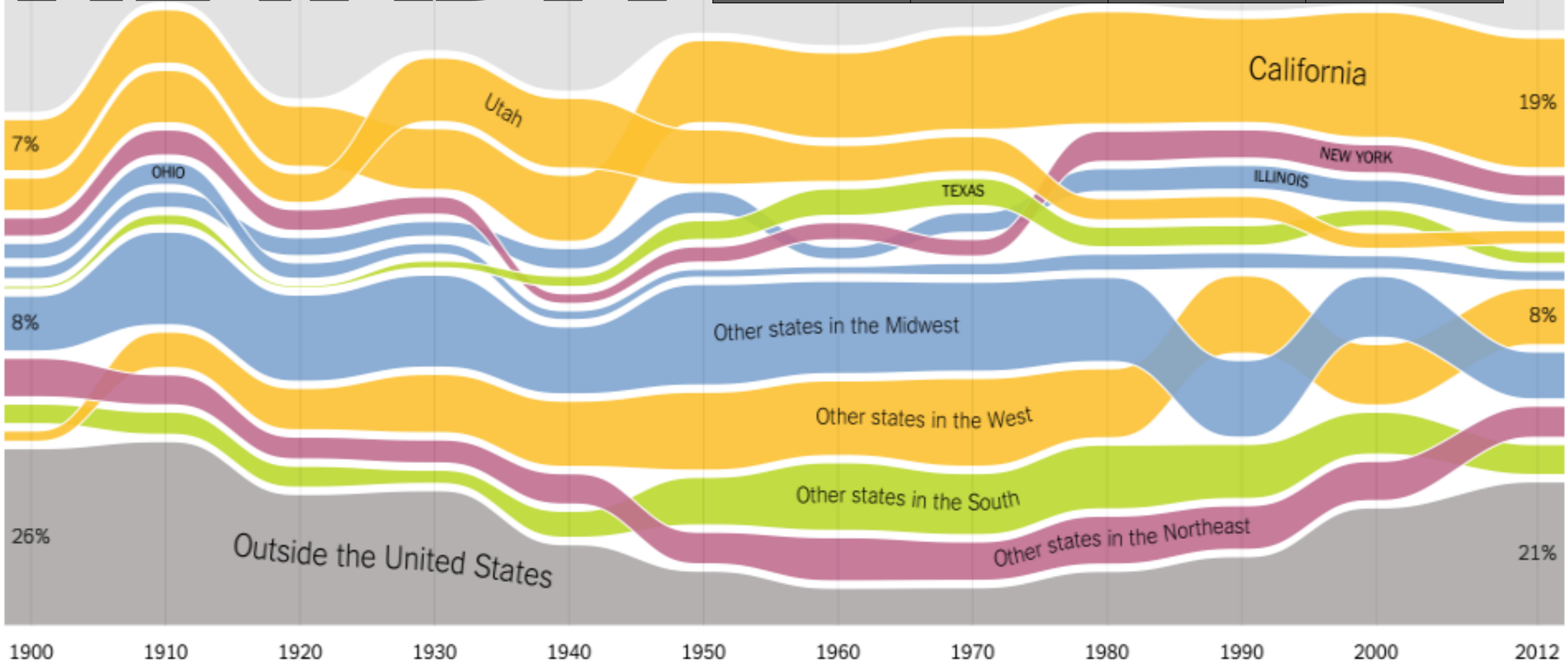
Alaska Arizona Florida	Iowa Louisiana Maine	Montana Nevada New Jersey	New York West Virginia Wyoming

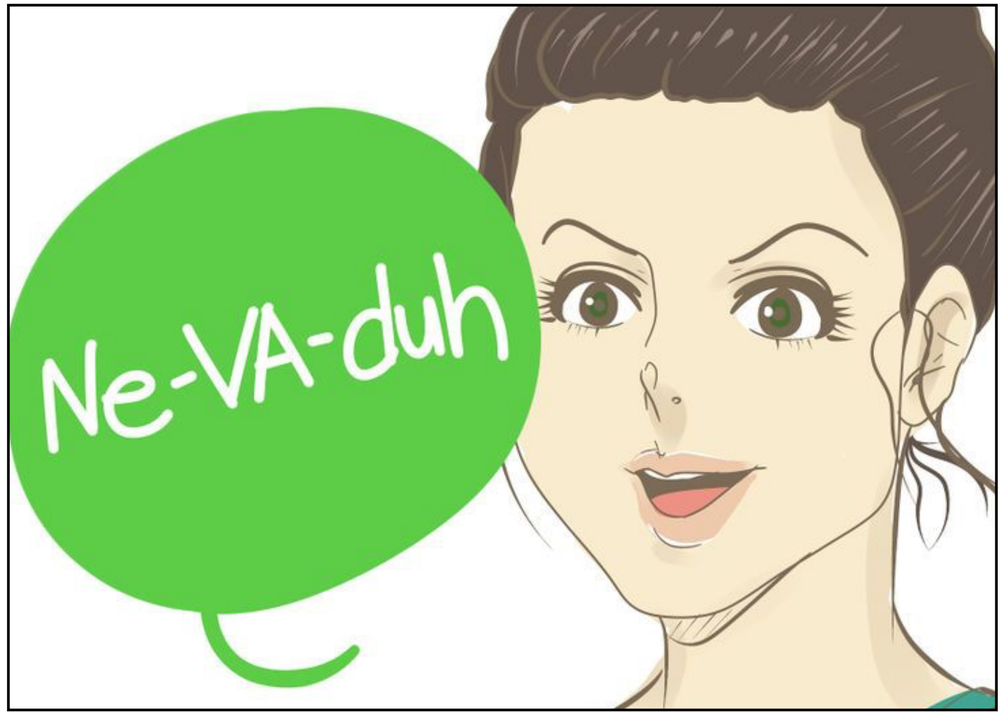


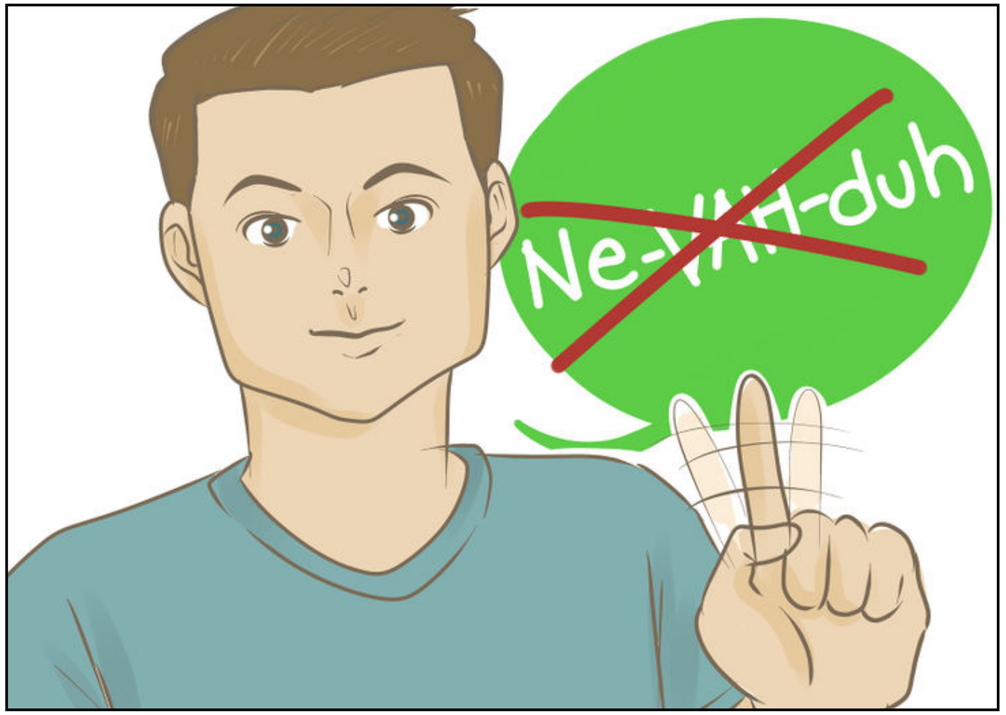

Alaska
Arizona
Florida
Iowa
Louisiana
Maine
Montana
Nevada
New Jersey
New York
West Virginia
Wyoming
37%
7%
8%
26%
25%
19%
8%
21%
California
Utah
OHIO
NEW YORK
ILLINOIS
TEXAS
Other states in the Midwest
Other states in the West
Other states in the South
Other states in the Northeast
Outside the United States
1900
1910
1920
1930
1940
1950
1960
1970
1980
1990
2000
2012

NEVADA

Alaska	Iowa	Montana	New York
Arizona	Louisiana	Nevada	West Virginia
Florida	Maine	New Jersey	Wyoming




Ne-VA-duh


Ne-VAH-duh

IT'S NEVADA
NOT
NEVAHDAH

WELCOME
TO
NEVADA
NBC NEWS

WELCOME
TO
NEVADA
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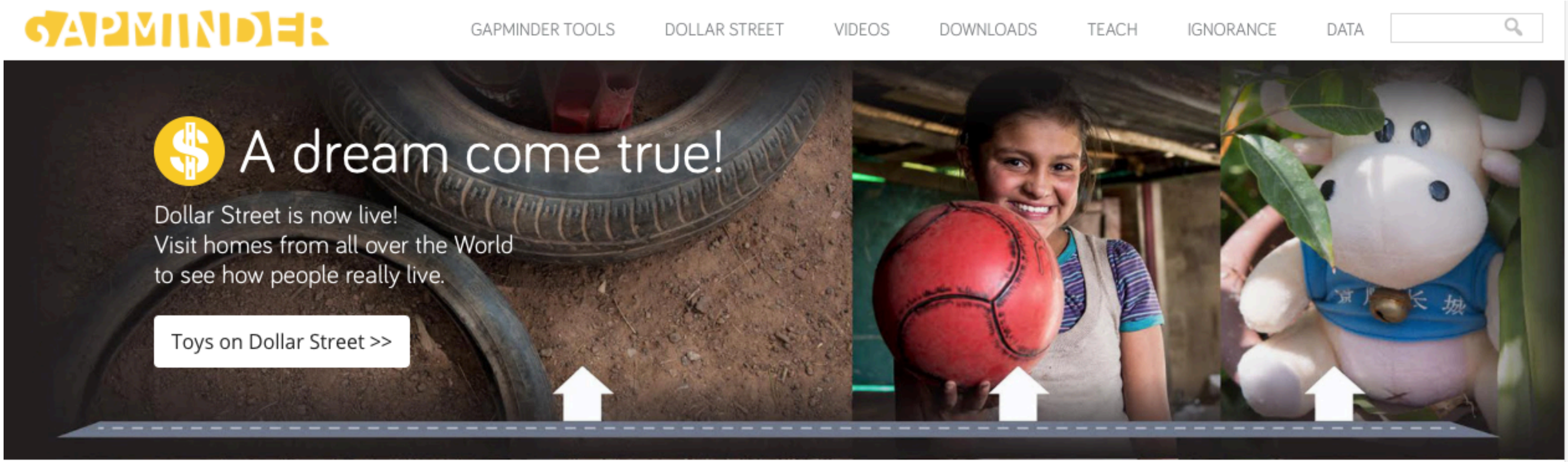
Great Website for Social Studies Teachers
https://www.gapminder.org



Almost nobody knows the basic global facts!

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Singapore in a Global Perspective

The change from large to small families reflects dramatic changes in peoples lives. In this TEDx video Hans Rosling talks Read more ...

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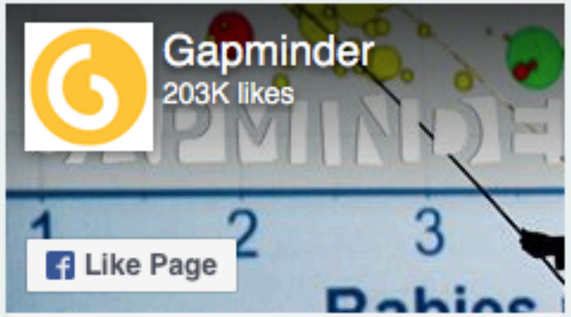
Hans Rosling asks: Has the UN gone mad? The United Nations just announced their boldest goal ever: To eradicate extreme Read more ...

Will saving poor children lead to overpopulation?

Hans Rosling explains a very common misunderstanding about the world: That saving the poor children leads to overpopulation. Not only is it not right, it's the other way around!



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Life expectancy, years

90
80
70
60
50
40
30
20

2015

500 1000 2000 4000 8000 16k 32k 64k 128k

Income per person, GDP/capita in $/year adjusted for inflation & prices

DATA DOUBTS

Color World Regions

Select Search...

Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize

Size Population

Zoom 100%

OPTIONS EXPAND PRESENT

GAPMINDER FACTS TEACH ABOUT English

Life expectancy, years

90
80
70
60
50
40
30
20

1917

500 1000 2000 4000 8000 16k 32k 64k 128k

Income per person, GDP/capita in $/year adjusted for inflation & prices

DATA DOUBTS

Color World Regions

Select Search...

Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize

Size Population

Zoom 100%

OPTIONS EXPAND PRESENT

GAPMINDER FACTS TEACH ABOUT English

Life expectancy, years

90
80
70
60
50
40
30
20

2015

500 1000 2000 4000 8000 16k 32k 64k 128k

Income per person, GDP/capita in $/year adjusted for inflation & prices

DATA DOUBTS

Color World Regions

Select Search...

Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize

Size Population

Zoom 100%

OPTIONS EXPAND PRESENT

Excellent Website for UPDATED COUNTRY STATISTICS
http://www.prb.org

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World Population Data Sheet

Explore data online and special features on youth

Explore

Spotlight

2017 World Population Data Sheet

WITH A SPECIAL FOCUS ON YOUTH

7.5 BILLION

The world population in 2017.

107

Births per 1,000 women ages 15-19 in least developed countries, 16 per 1,000 in more developed.

1.2 BILLION

The world youth population (ages 15-24) in 2017.

View the Digital Data Sheet at **www.worldpopdata.org**

POPULATION REFERENCE BUREAU

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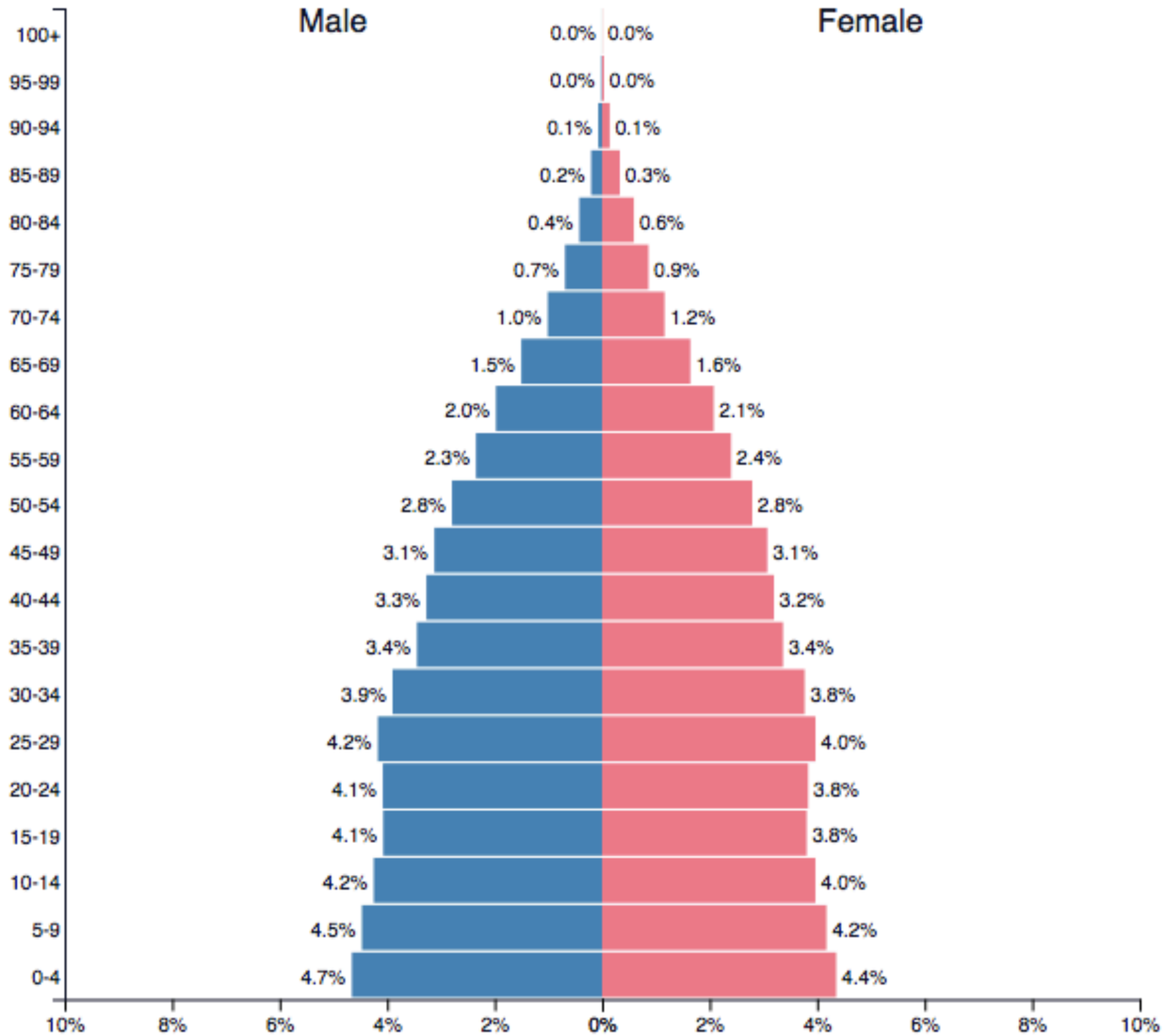
POPULATION, HEALTH, AND ENVIRONMENT DATA AND ESTIMATES FOR THE COUNTRIES AND REGIONS OF THE WORLD

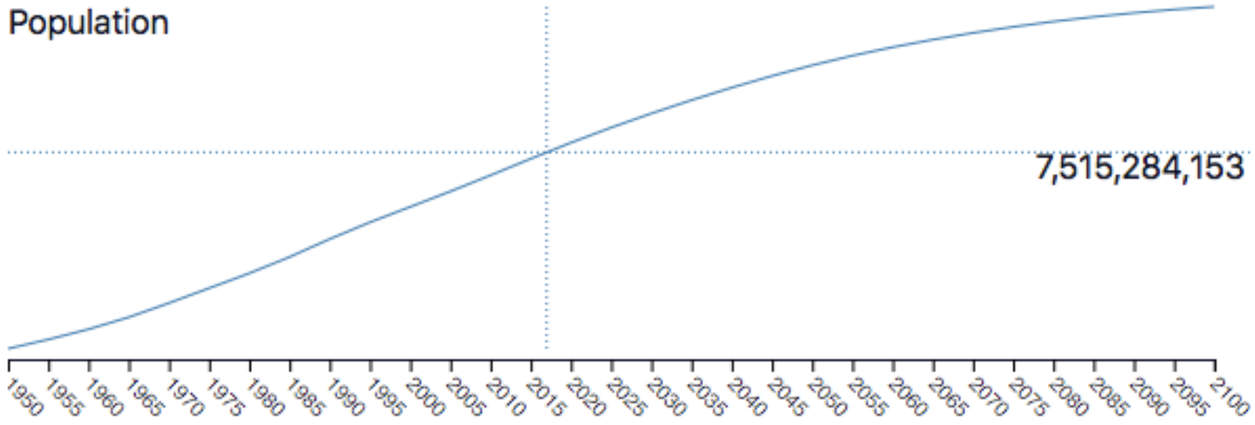
	Population mid-2017 (millions)	Births per 1,000 Population	Deaths per 1,000 Population	Net Migration Rate per 1,000	Population mid-2030 (millions)	Population mid-2050 (millions)	Infant Mortality Rate[a]	Total Fertility Rate[b]	Percent of Population Ages <15	Percent of Population Ages 65+	GNI per Capita PPP[c] 2016	Percent Urban	Population per Square Kilometer of Arable Land (thousands)	Percent of Married Women 15-49 Using Contraception[d] All Methods	Percent of Married Women 15-49 Using Contraception[d] Modern Methods
WORLD	**7,536**	**20**	**8**	**0**	**8563**	**9846**	**32**	**2.5**	**26**	**9**	**16,101**	**54**	**532**	**62**	**55**
MORE DEVELOPED	**1,263**	**11**	**10**	**3**	**1304**	**1325**	**5**	**1.6**	**16**	**18**	**41,421**	**78**	**239**	**70**	**60**
LESS DEVELOPED	**6,273**	**21**	**7**	**-0**	**7259**	**8520**	**35**	**2.6**	**28**	**7**	**10,822**	**49**	**707**	**61**	**55**
LESS DEVELOPED (Excl. China)	**4,878**	**24**	**7**	**-0**	**5832**	**7169**	**39**	**2.9**	**31**	**5**	**9,353**	**47**	**624**	**54**	**46**
LEAST DEVELOPED	**1,001**	**33**	**8**	**-1**	**1340**	**1952**	**52**	**4.3**	**40**	**4**	**2,566**	**32**	**572**	**37**	**32**
AFRICA	**1,250**	**35**	**9**	**-1**	**1706**	**2574**	**51**	**4.6**	**41**	**3**	**4,833**	**41**	**534**	**35**	**30**
NORTHERN AFRICA	**230**	**28**	**6**	**-1**	**287**	**381**	**24**	**3.3**	**31**	**5**	**10,046**	**52**	**538**	**51**	**46**
Algeria	42.2	26	4	-0	51.7	64.8	21	3.1	29	6	14,720	71	565	56	50
Egypt	93.4	30	7	0	118.7	163.5	16	3.3	31	4	11,110	43	3,498	59	57
Libya	6.4	20	5	-7	7.3	8.1	23	2.3	29	4	*11,210*	79	372	*42*	*20*
Morocco	35.1	19	5	-2	38.7	40.2	25	2.4	25	6	7,700	60	432	67	59
Sudan	40.6	34	8	-2	56.8	88.1	46	4.7	41	4	4,290	35	205	12	12
Tunisia	11.5	20	6	-1	13.2	15.3	15	2.4	24	8	11,150	68	397	63	51
Western Sahara[e]	0.6	20	5	6	0.7	0.9	31	2.4	29	3	—	81	15,000	—	—
SUB-SAHARAN AFRICA	**1,021**	**37**	**10**	**-0**	**1,419**	**2,193**	**56**	**5.0**	**43**	**3**	**3,592**	**39**	**534**	**30**	**26**
WESTERN AFRICA	**371**	**39**	**11**	**-1**	**517**	**809**	**64**	**5.3**	**44**	**3**	**4,095**	**46**	**437**	**18**	**14**
Benin	11.2	37	9	-1	15.6	23.9	67	5.0	43	3	2,170	44	415	18	13
Burkina Faso	19.6	41	9	-1	28.9	48.4	65	5.7	49	3	1,680	31	327	26	25
Cape Verde	0.5	20	6	-3	0.6	0.6	21	2.3	31	5	6,220	66	909	*61*	*57*
Côte d'Ivoire	24.4	37	13	0	33.0	50.1	64	5.0	43	3	3,610	55	841	18	13
Gambia	2.1	40	8	-1	3.2	5.1	47	5.5	46	2	1,640	60	477	9	8
Ghana	28.8	32	8	0	37.2	51.2	41	4.0	39	3	4,150	55	613	31	26
Guinea	11.5	36	10	-3	16.0	24.3	59	4.9	43	3	1,200	38	371	6	5
Guinea-Bissau	1.9	37	11	-1	2.5	3.6	75	4.7	42	3	1,580	50	633	16	14
Liberia	4.7	35	8	-1	6.5	9.8	54	4.7	42	3	700	50	940	20	19
Mali	18.9	43	11	-3	27.5	44.8	56	6.0	48	3	2,040	41	295	16	15
Mauritania	4.4	35	8	2	6.1	9.0	75	4.6	40	3	3,760	60	978	18	16
Niger	20.6	48	10	-0	33.5	65.6	61	7.3	50	3	970	19	130	17	14
Nigeria	190.9	39	13	-0	264.1	410.6	69	5.5	44	3	5,740	49	562	15	10
Senegal	15.8	37	6	-1	22.0	33.8	39	4.9	43	3	2,480	44	494	23	21
Sierra Leone	7.6	37	13	-1	9.7	13.0	92	4.9	43	3	1,320	40	480	17	16
Togo	7.8	35	9	-0	10.5	15.3	52	4.5	42	3	1,370	40	294	20	17
EASTERN AFRICA	**422**	**36**	**8**	**-1**	**586**	**886**	**47**	**4.7**	**43**	**3**	**2,154**	**27**	**636**	**41**	**38**

https://www.populationpyramid.net

WORLD ▾
2017

Population: **7,515,284,153**





YEAR -5 -1 2017 +1 +5

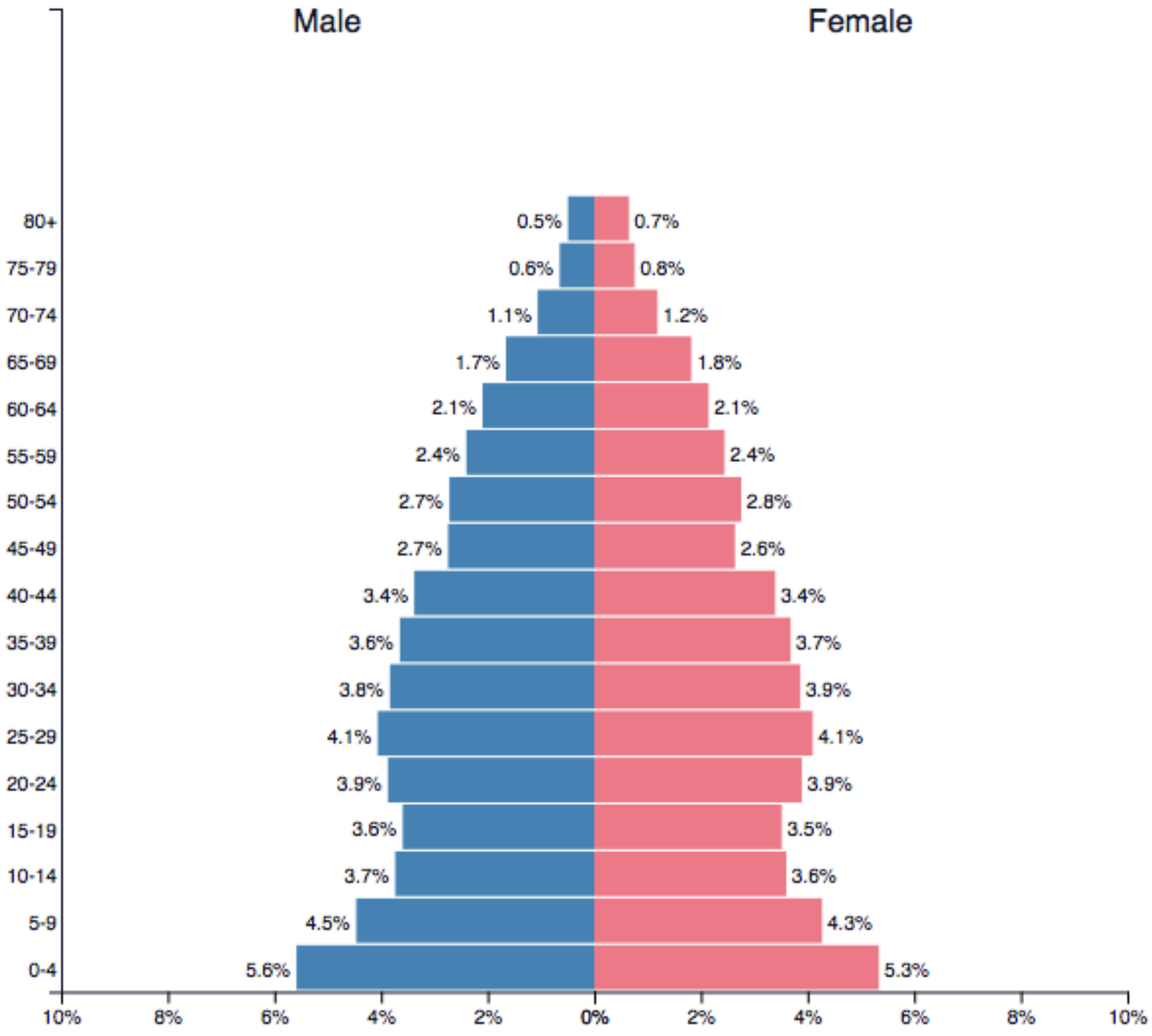
COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

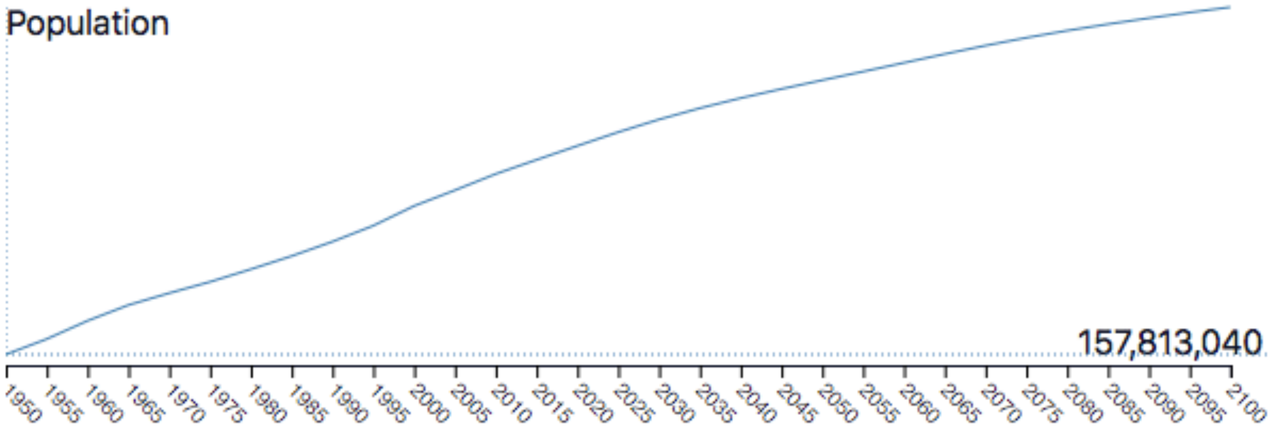
Western Africa
Western Asia
Western Europe
Western Sahara
WORLD

https://www.populationpyramid.net/

United States of America ▾
1950

Population: **157,813,040**





YEAR -5 -1 1950 +1 +5

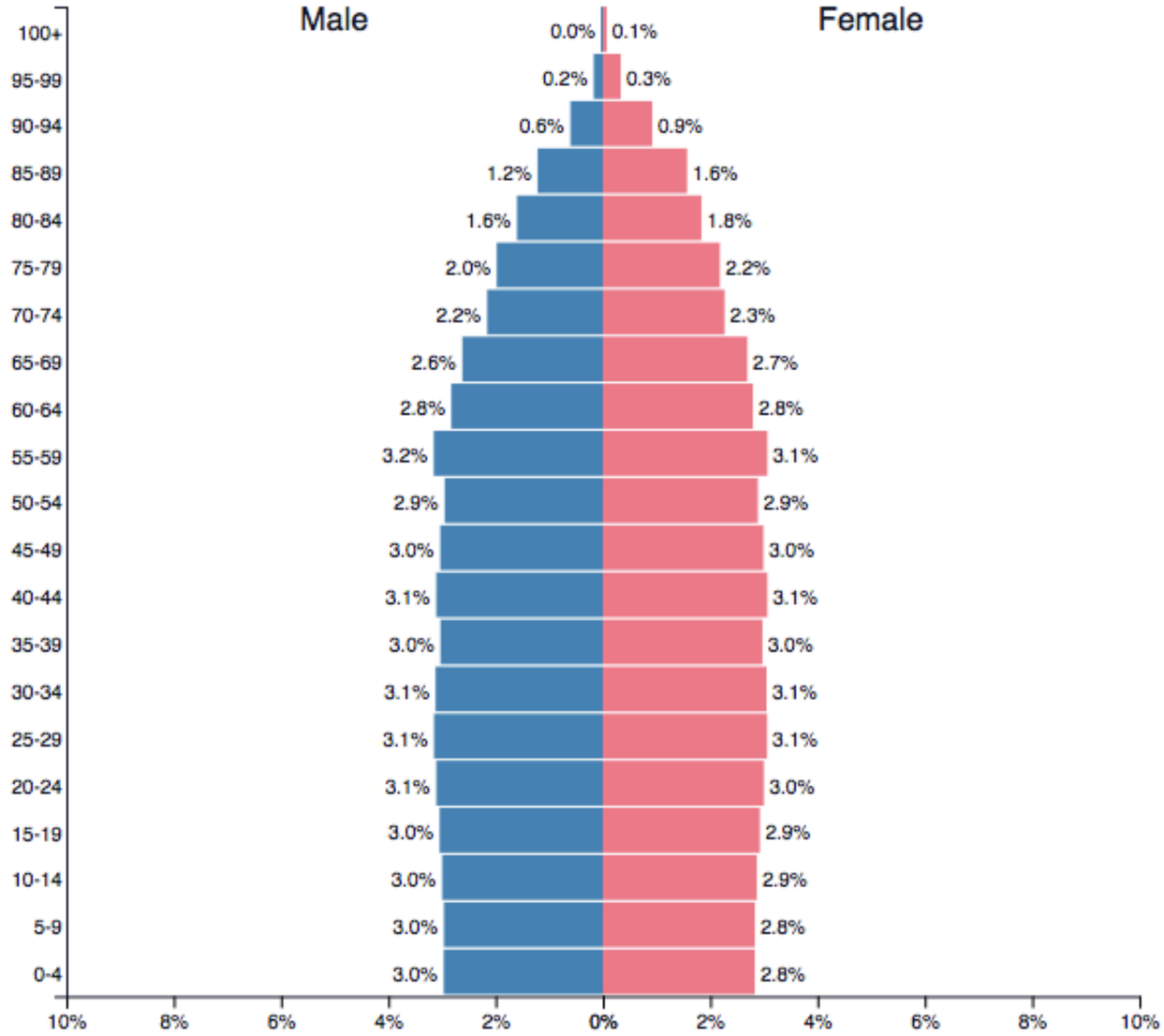
COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

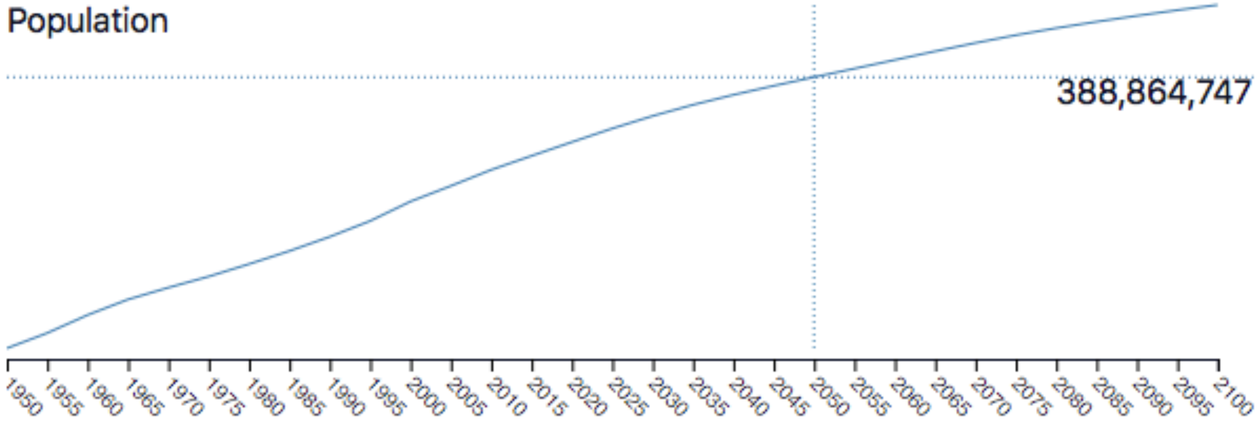
Uganda
Ukraine
United Arab Emirates
United Kingdom
United Republic of Tanzania
United States of America
United States Virgin Islands
Uruguay
Uzbekistan

https://www.populationpyramid.net/

United States of America ▾
2050

Population: **388,864,747**



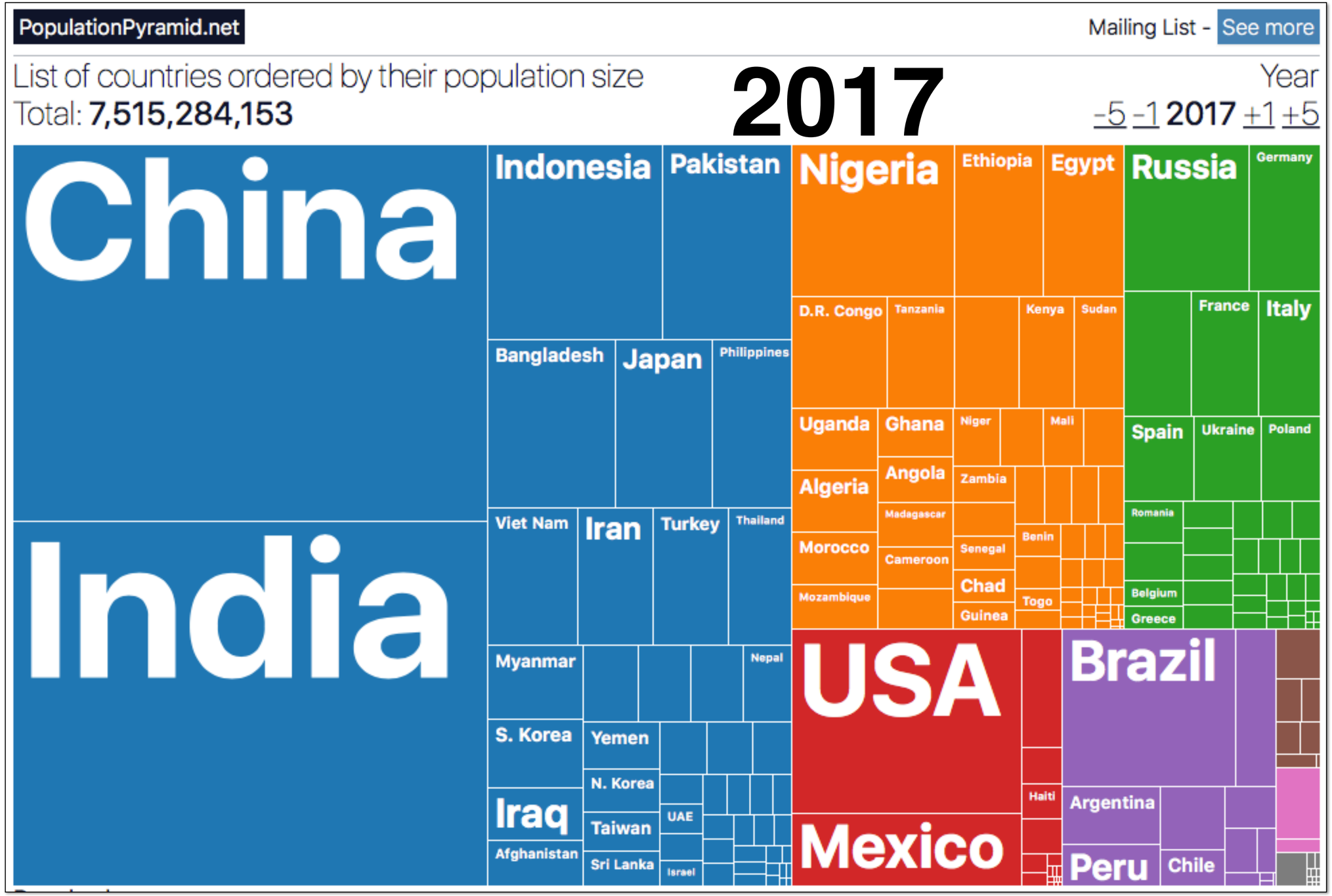


YEAR -5 -1 2050 +1 +5

COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

Uganda
Ukraine
United Arab Emirates
United Kingdom
United Republic of Tanzania
United States of America
United States Virgin Islands
Uruguay
Uzbekistan

https://www.populationpyramid.net/

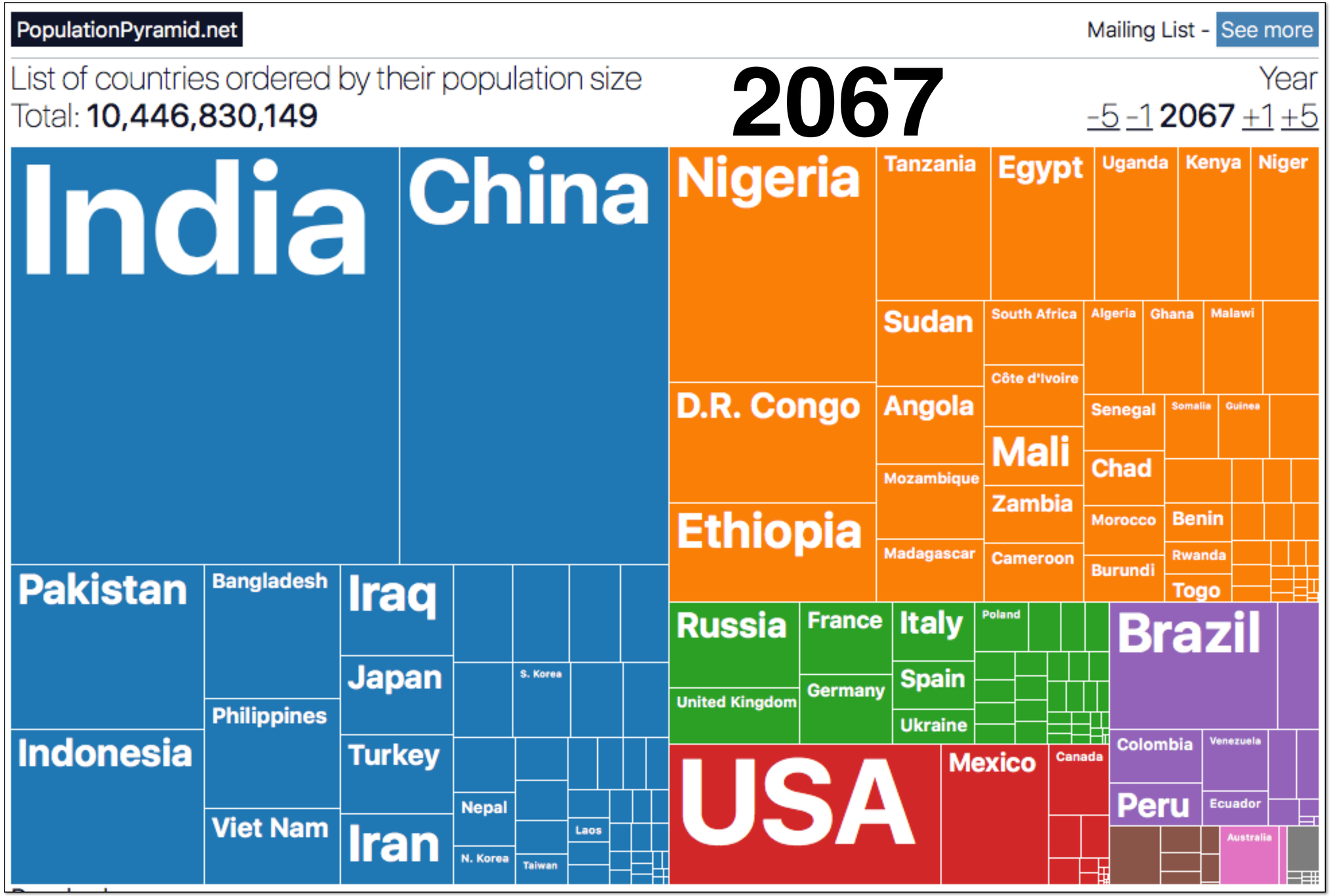


https://www.populationpyramid.net/

How will population size look different in 2067?

How will each continent change?

What will be the most populated countries?



https://www.populationpyramid.net/

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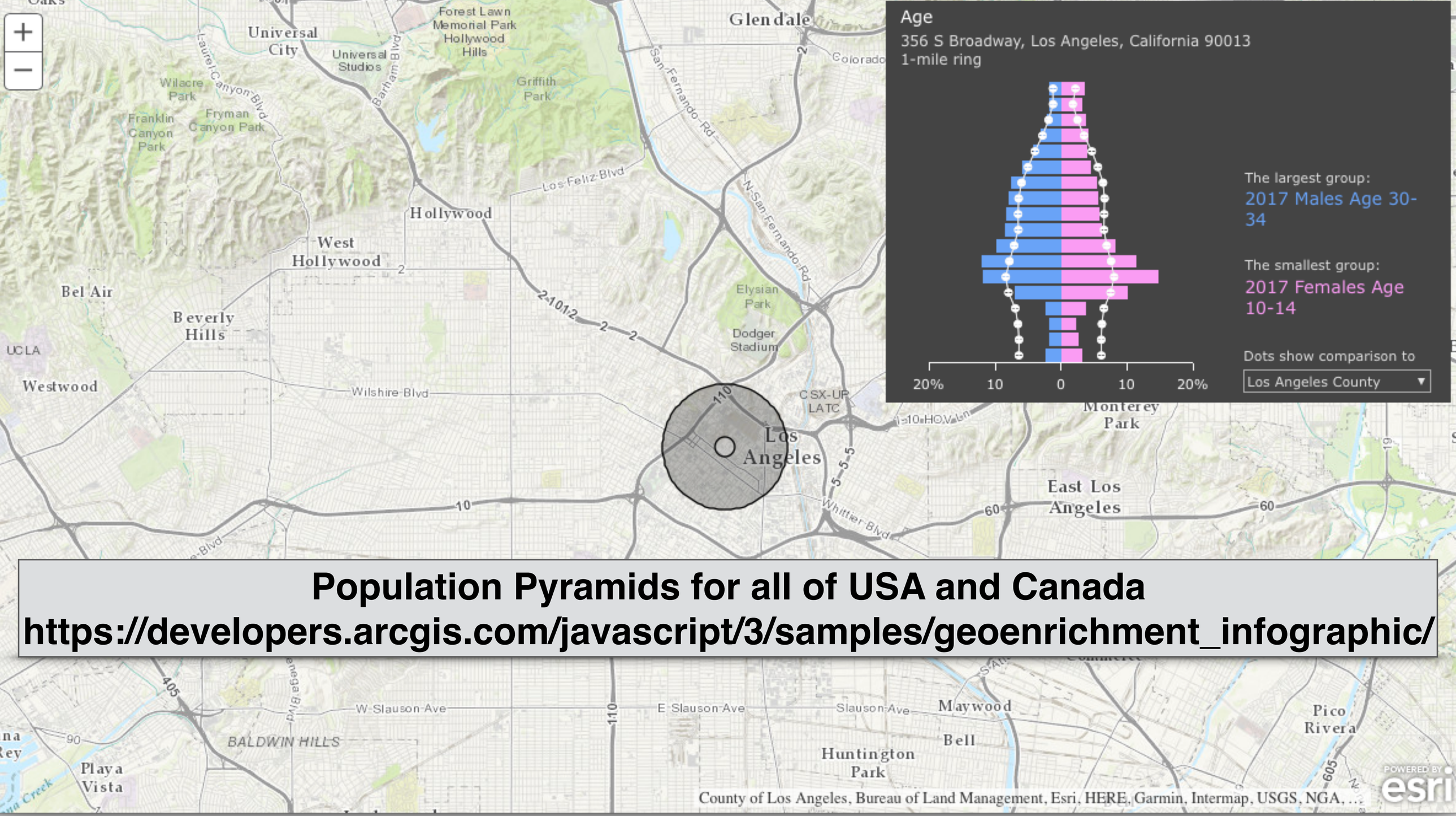
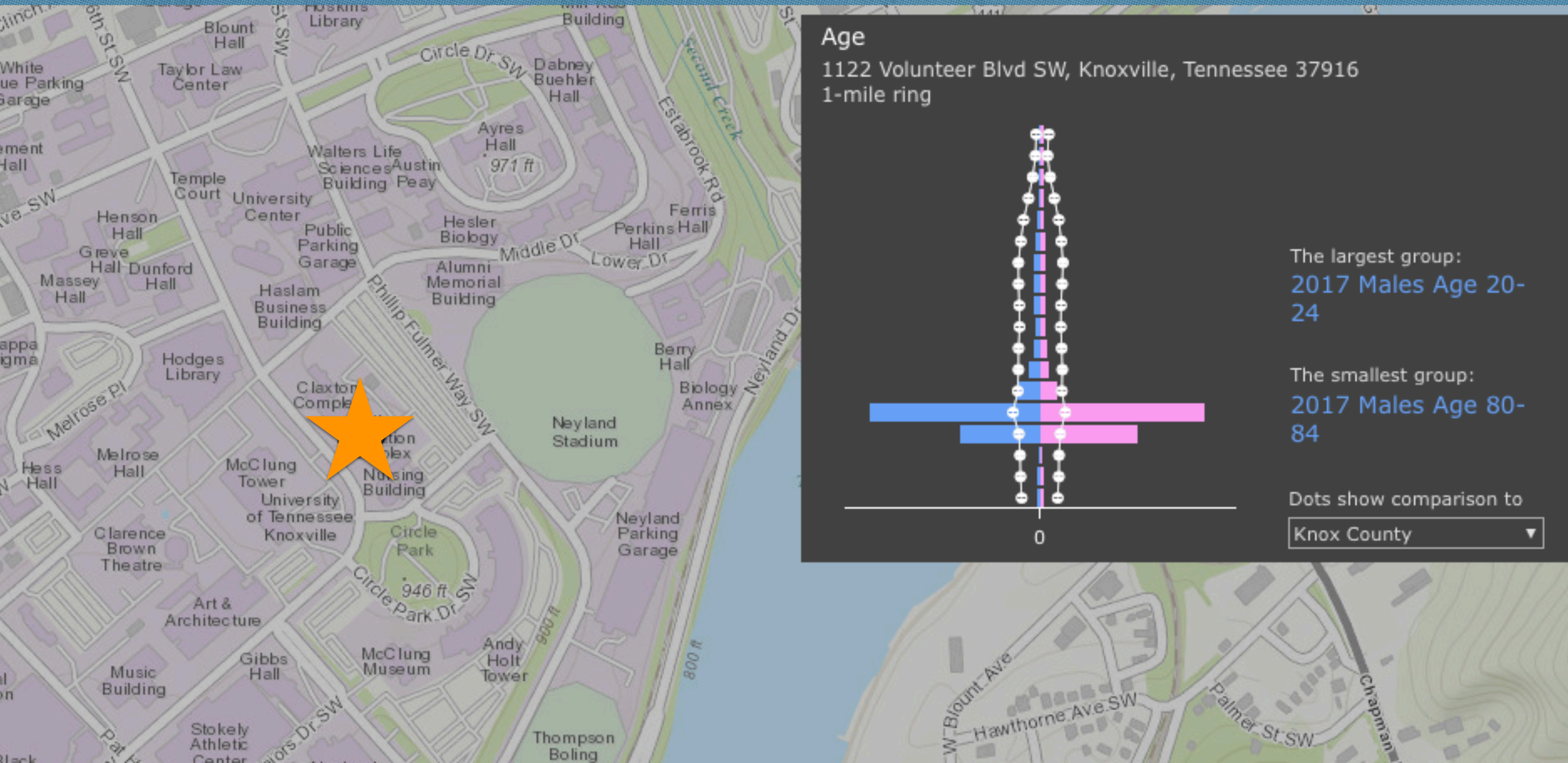


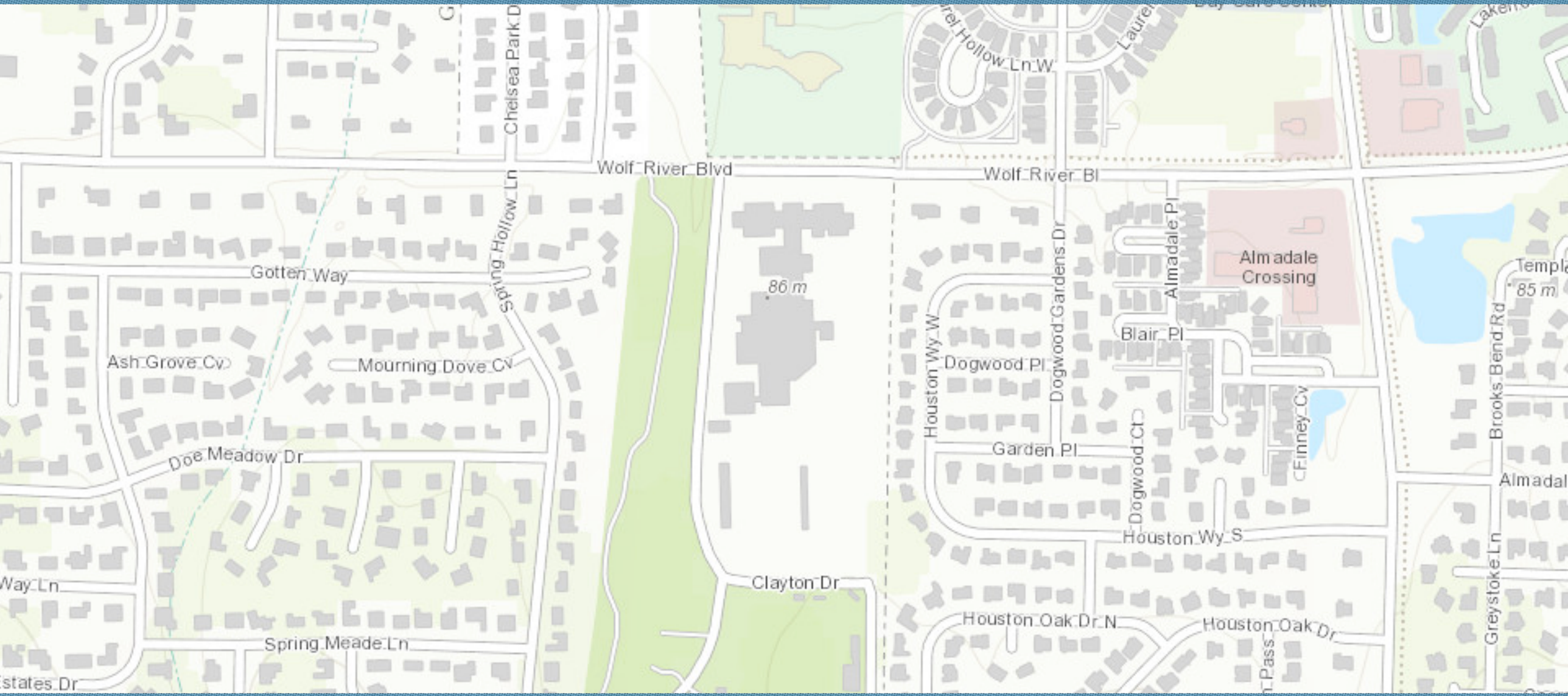
Population Pyramids for all of USA and Canada

https://developers.arcgis.com/javascript/3/samples/geoenrichment_infographic/

UTK...WHERE YOU ARE RIGHT NOW



GERMANTOWN, TENNESSEE



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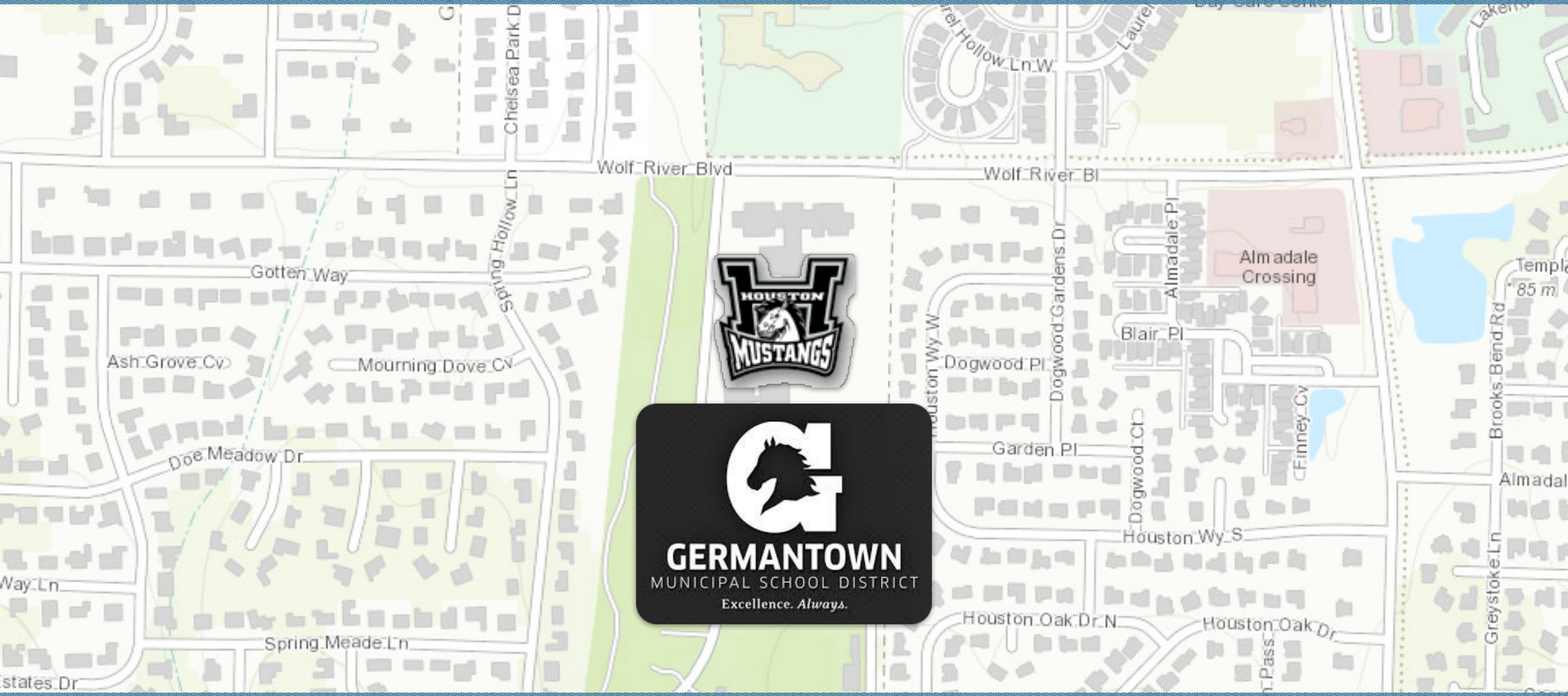
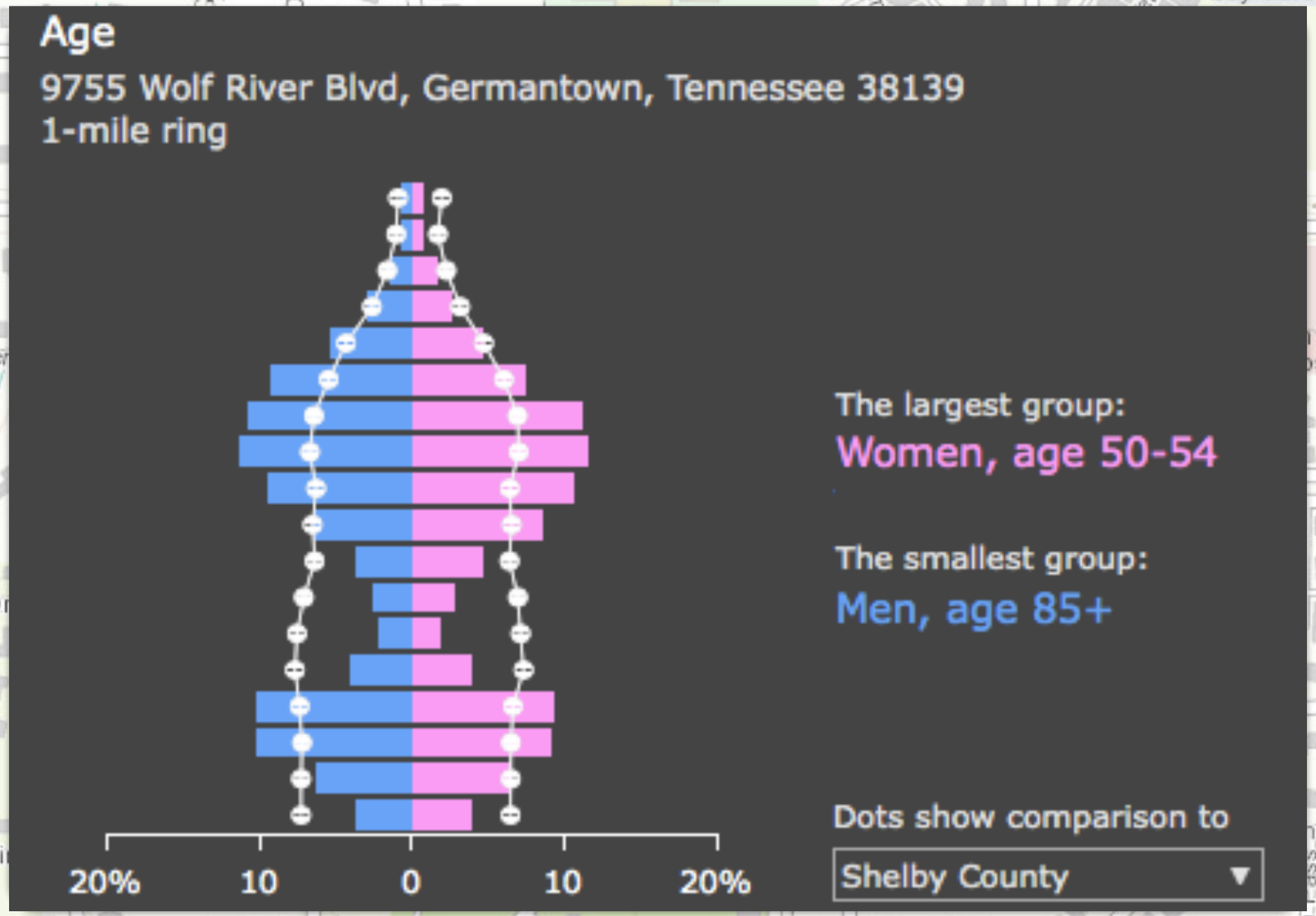
GERMANTOWN, TENNESSEE



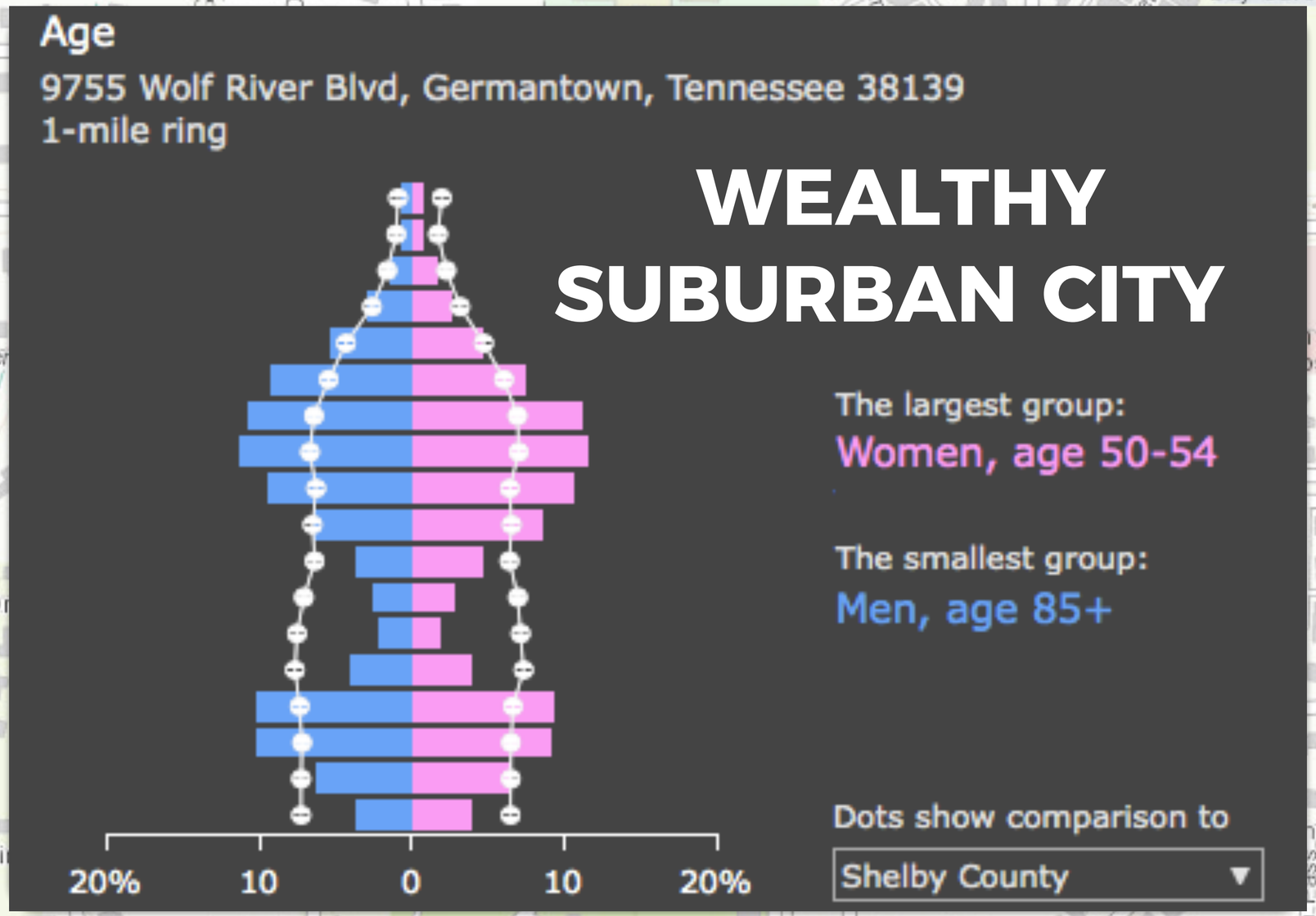
HOUSTON HIGH SCHOOL

GERMANTOWN, TENNESSEE



HOUSTON HIGH SCHOOL

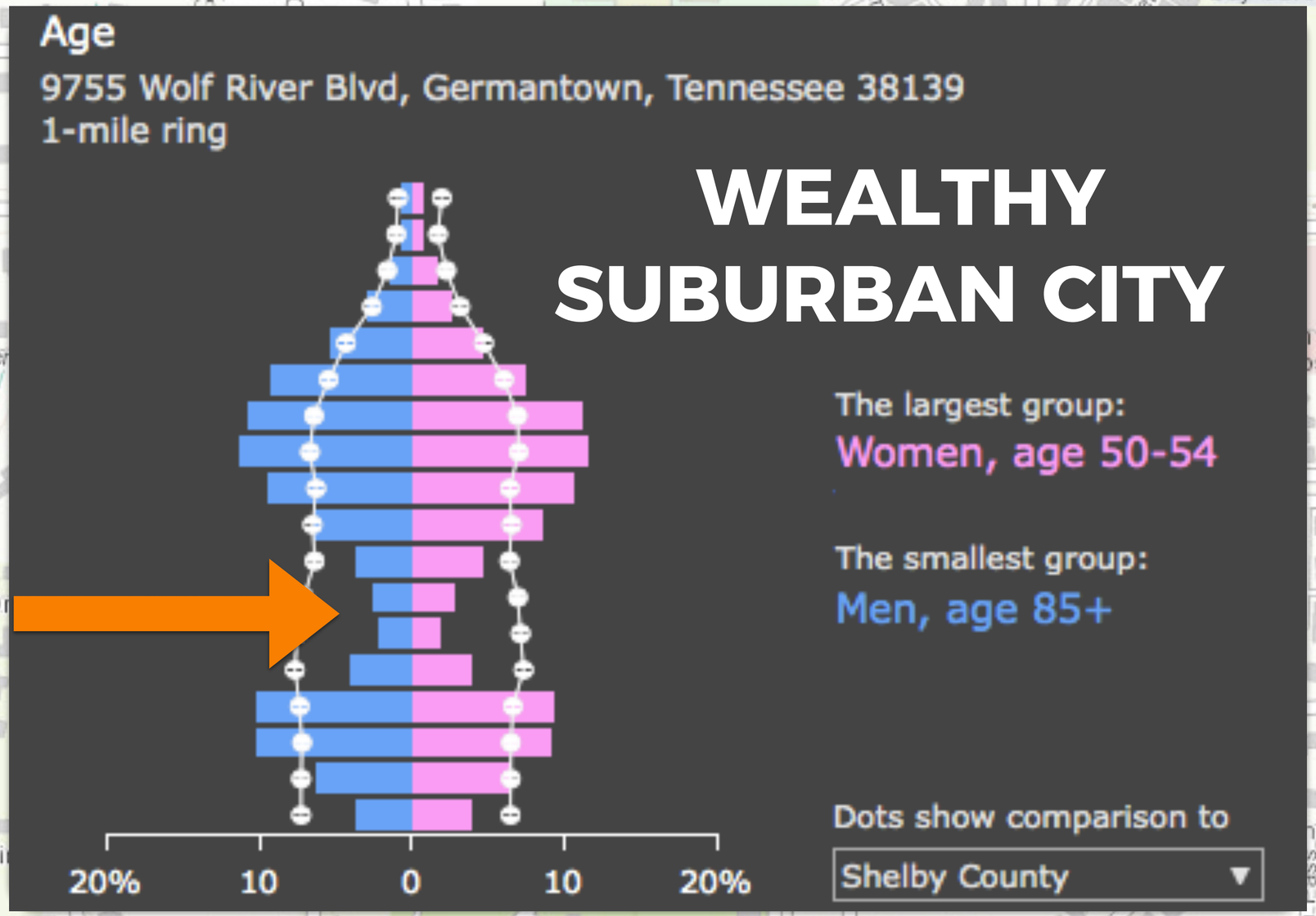
GERMANTOWN, TENNESSEE



WEALTHY SUBURBAN CITY

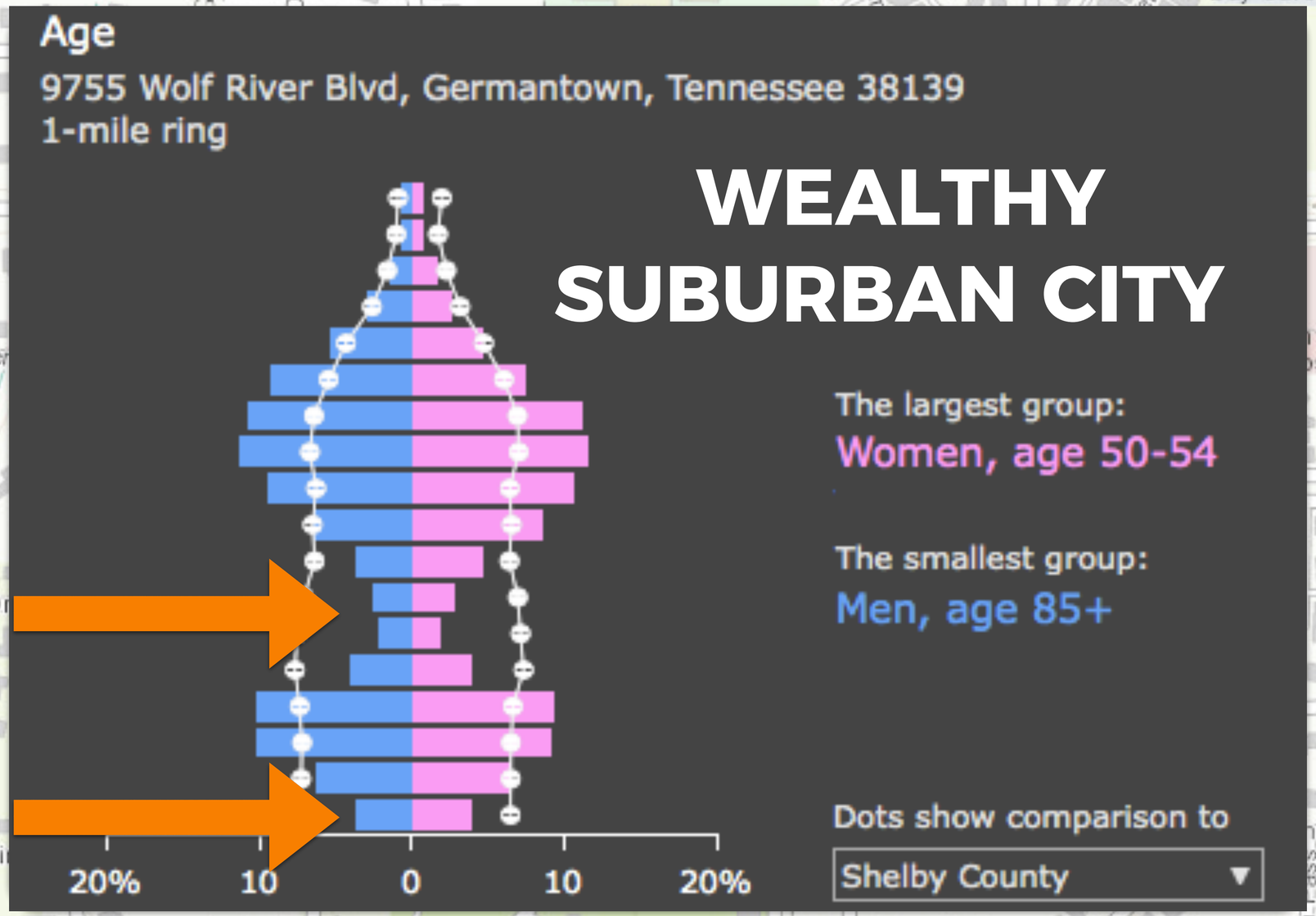
HOUSTON HIGH SCHOOL

GERMANTOWN, TENNESSEE



HOUSTON HIGH SCHOOL

GERMANTOWN, TENNESSEE



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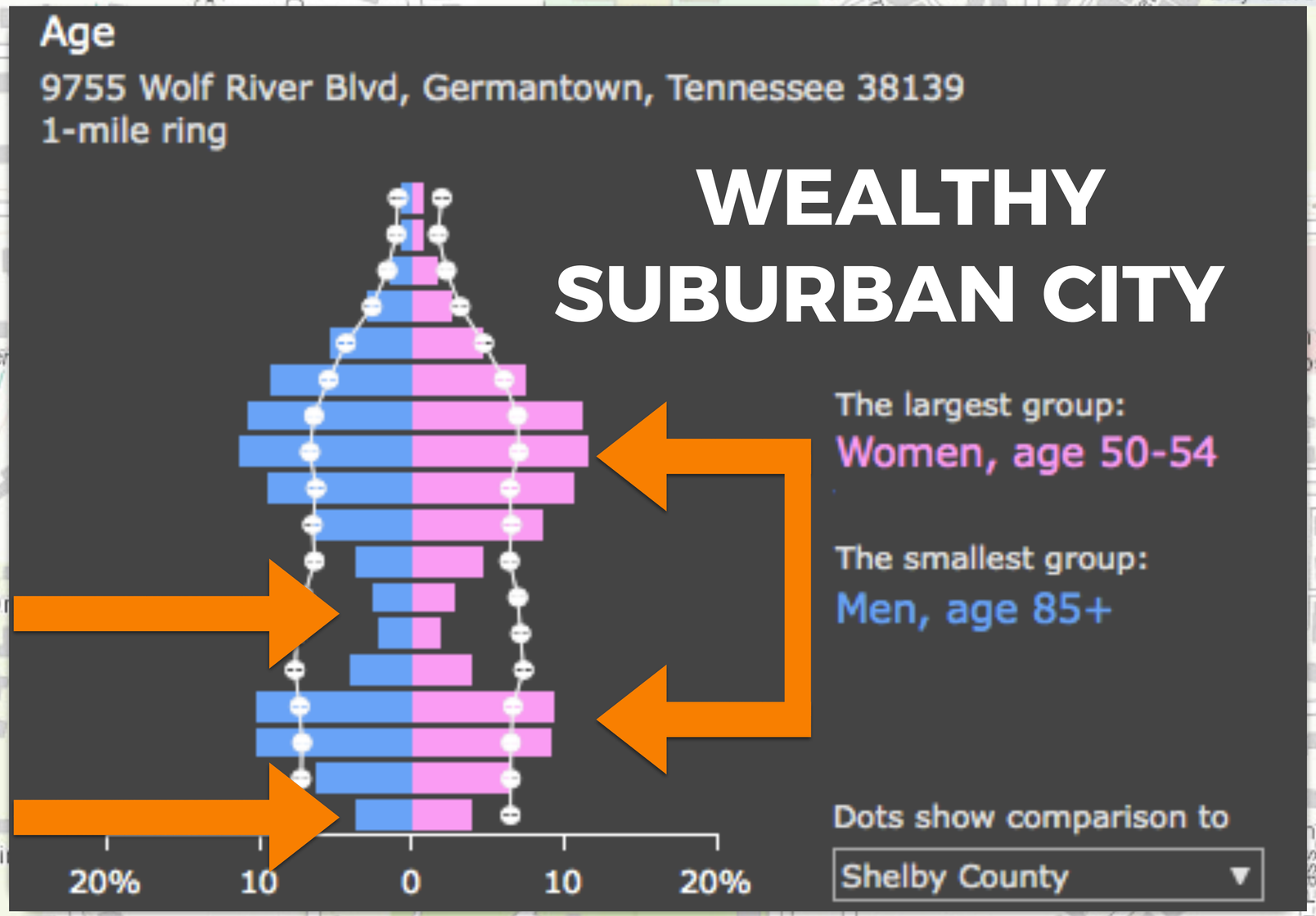
GERMANTOWN, TENNESSEE



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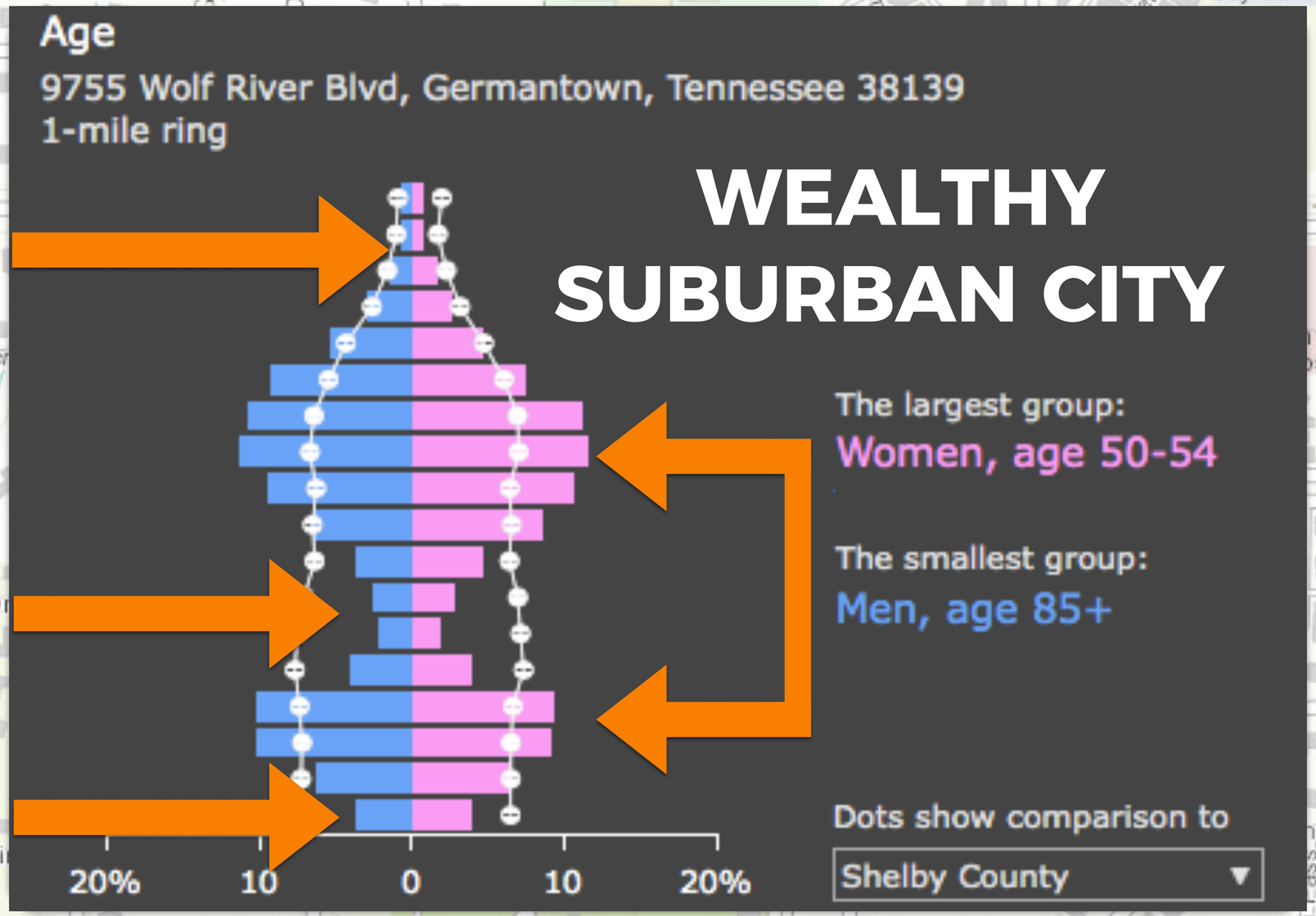
GERMANTOWN, TENNESSEE



HOUSTON HIGH SCHOOL

https://www.tn.gov/education/topic/report-card

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Profile

School Year: 2015-2016

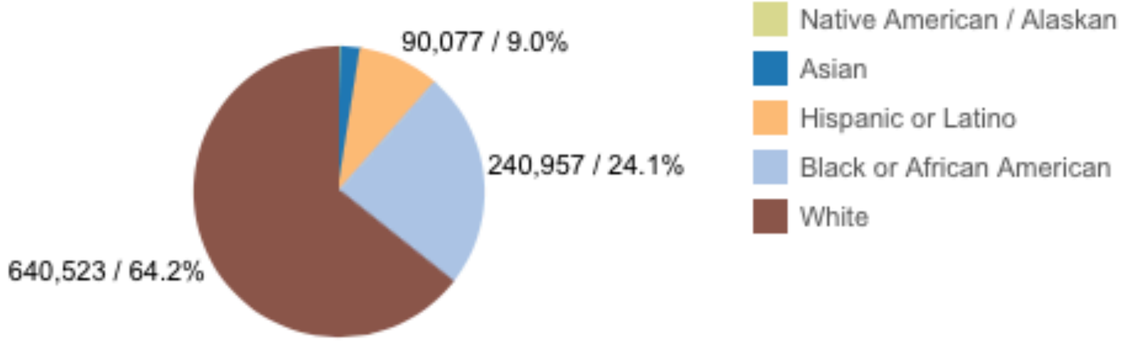
District Name: State of Tennessee

School Name: All Schools

State of Tennessee, All Schools

Education Commissioner	Dr. Candice McQueen
State	State of Tennessee
District Grades Served	PK-12
Safe School	All Schools Safe
Districts	146
Schools	1833

Student Ethnicity: State of Tennessee, All Schools



Values reflect October 1 enrollment data

KNOX COUNTY HIGH SCHOOL ZONES

Knox County, Tennessee

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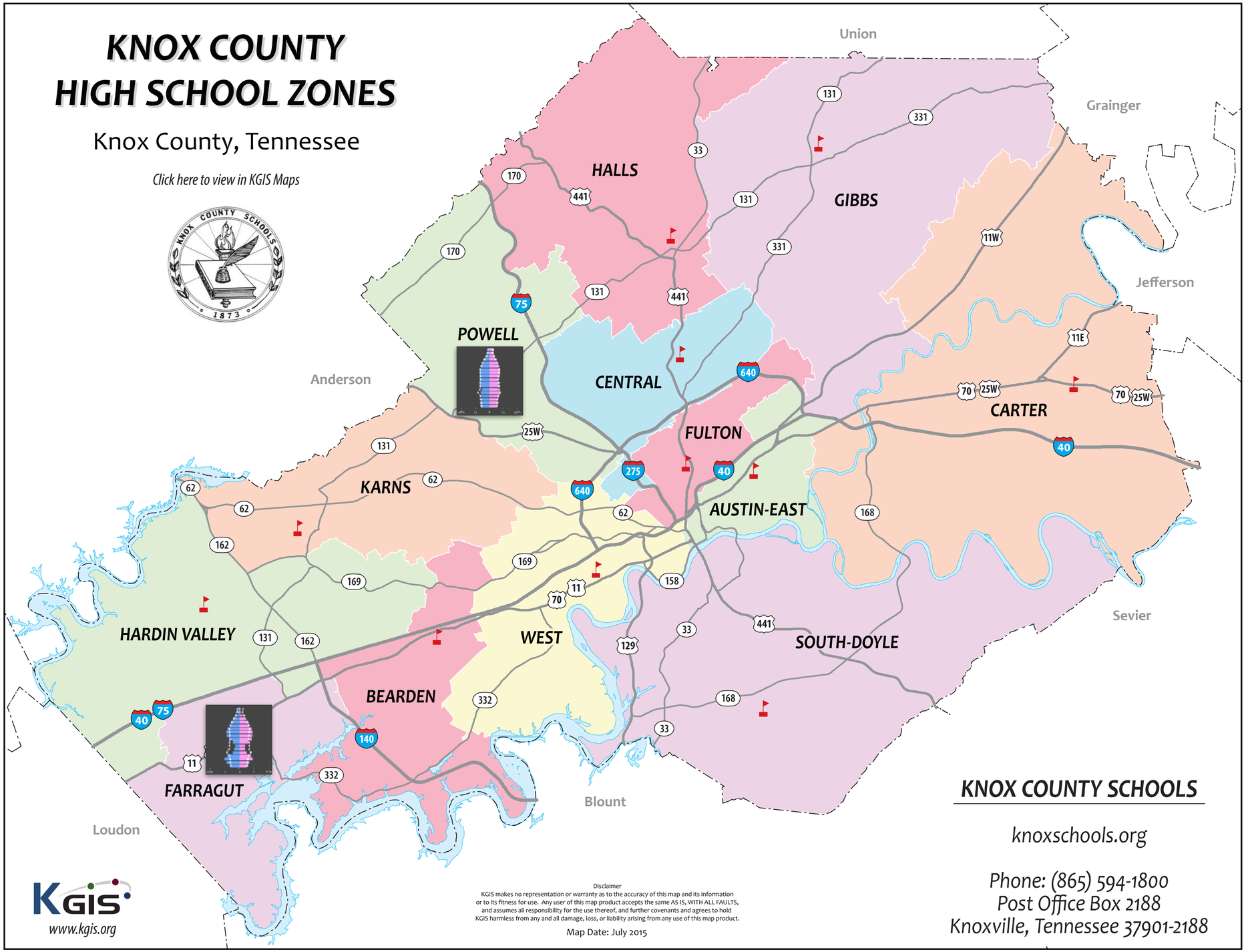

KNOX COUNTY SCHOOLS

knoxschools.org

Phone: (865) 594-1800
Post Office Box 2188
Knoxville, Tennessee 37901-2188

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Map Date: July 2015

KNOX COUNTY HIGH SCHOOL ZONES

Knox County, Tennessee

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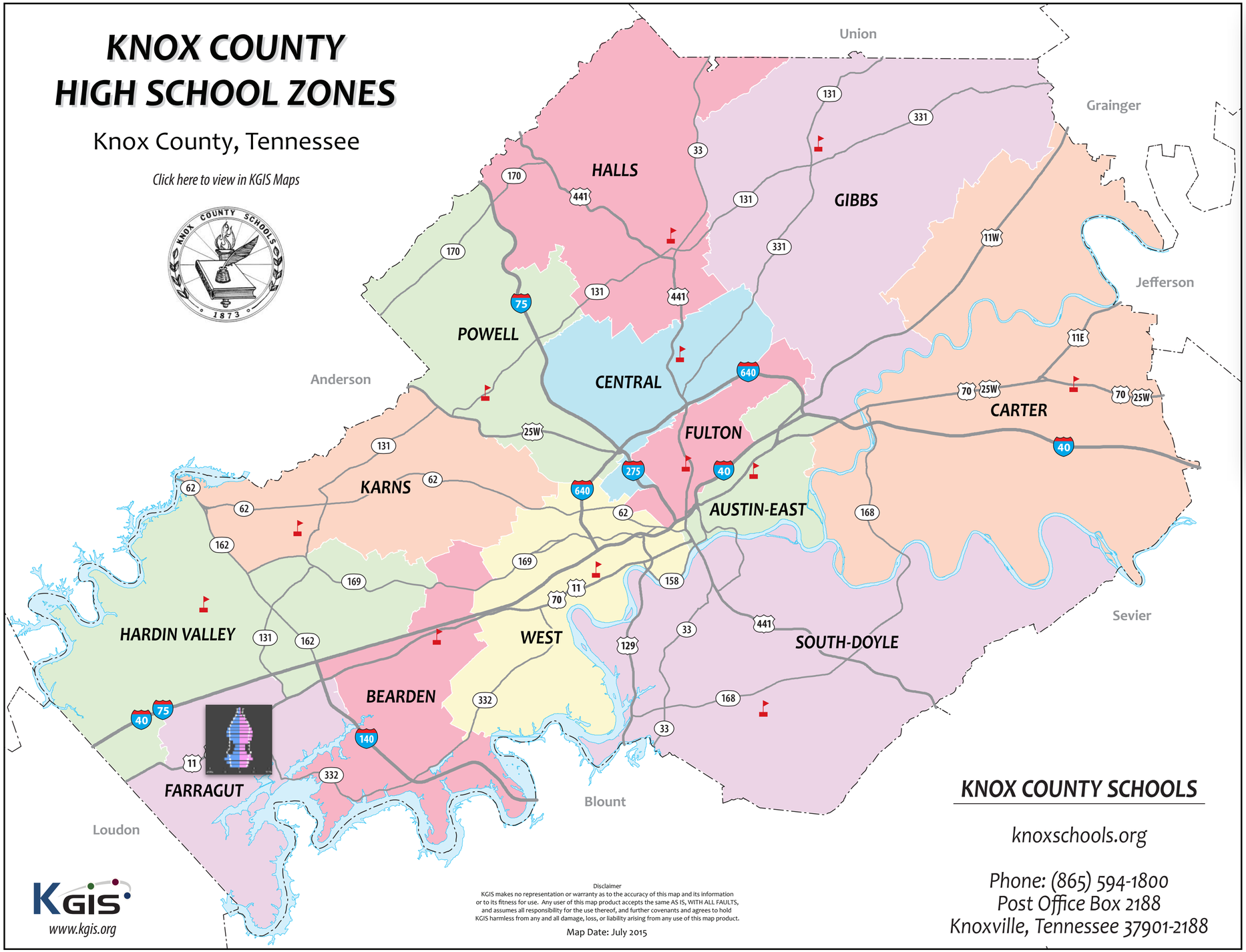

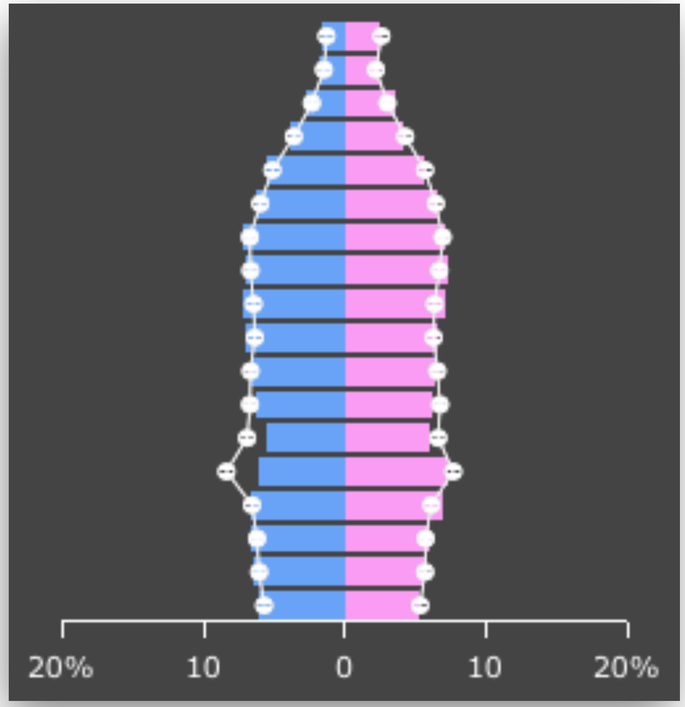

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KNOX COUNTY HIGH SCHOOL ZONES

Knox County, Tennessee

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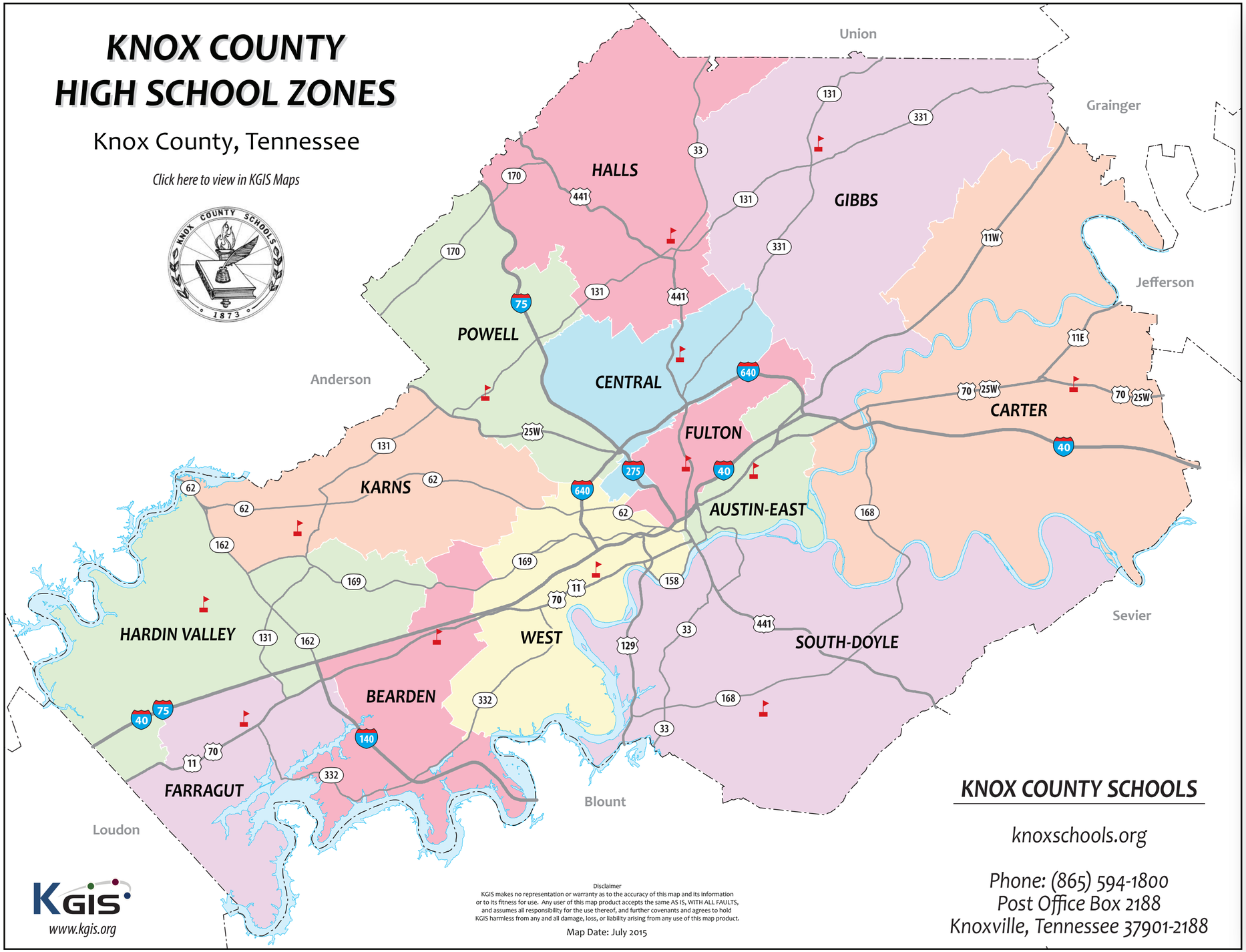

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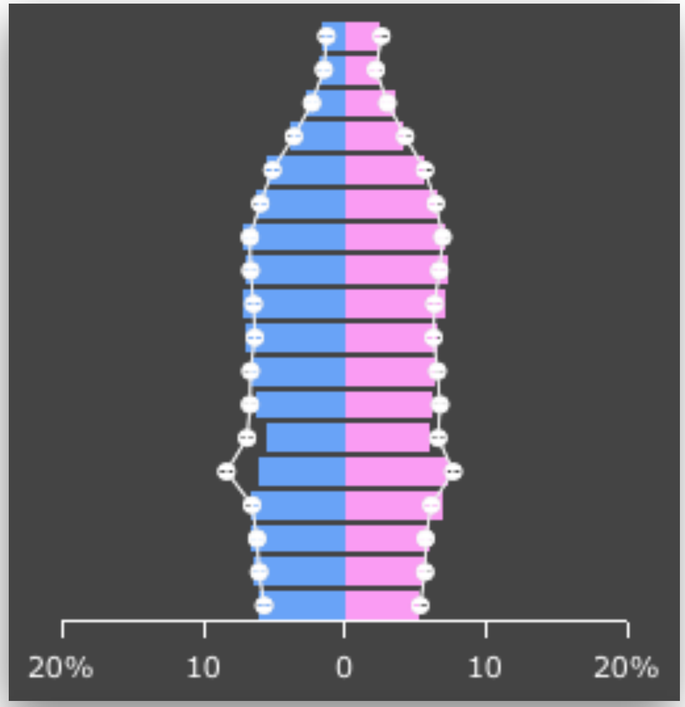
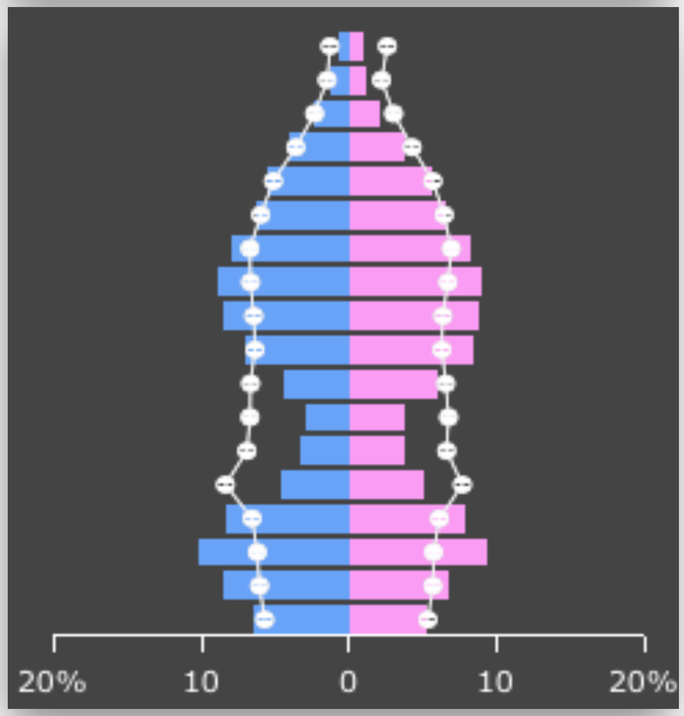
Map Date: July 2015

KNOX COUNTY SCHOOLS

knoxschools.org

Phone: (865) 594-1800
Post Office Box 2188
Knoxville, Tennessee 37901-2188

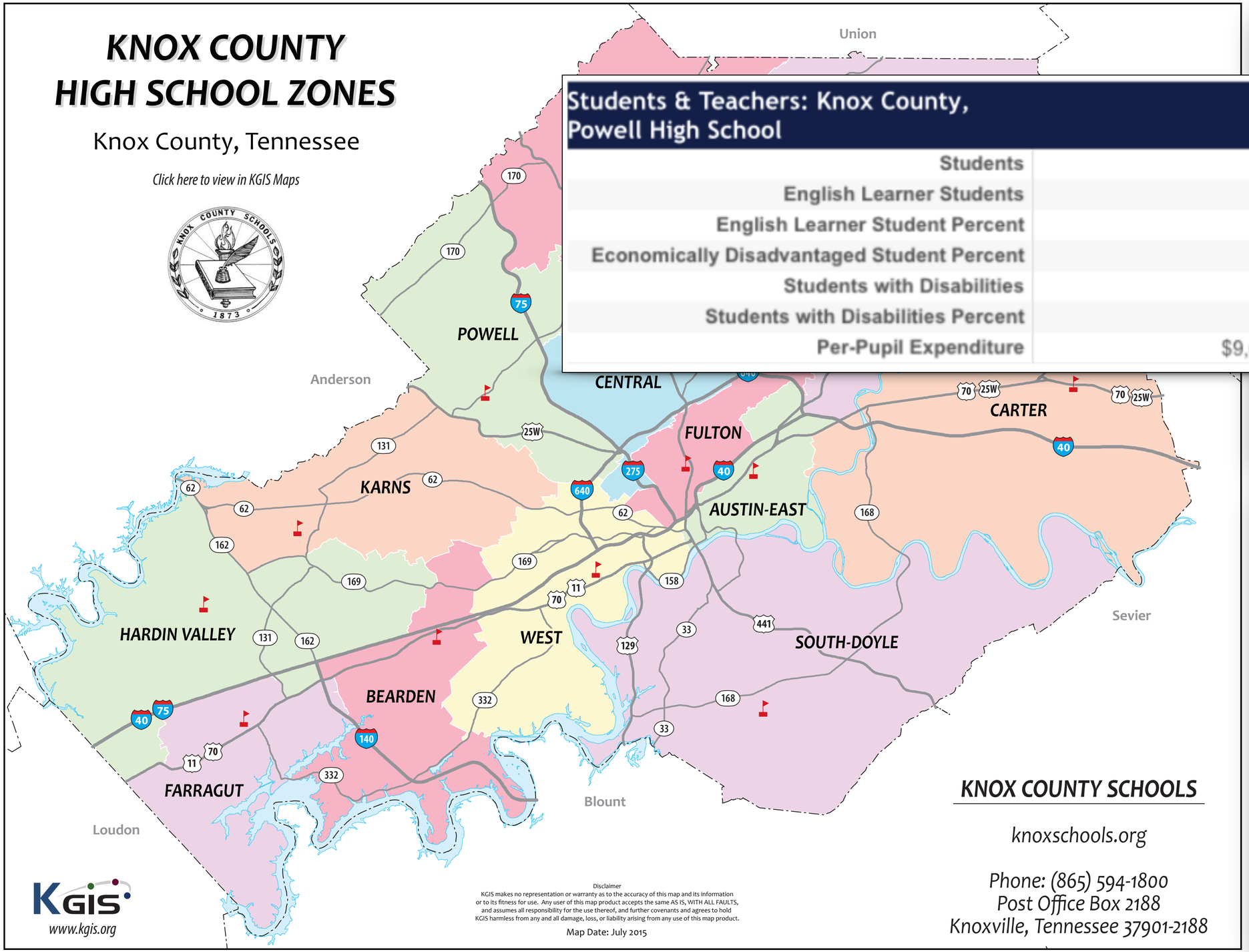




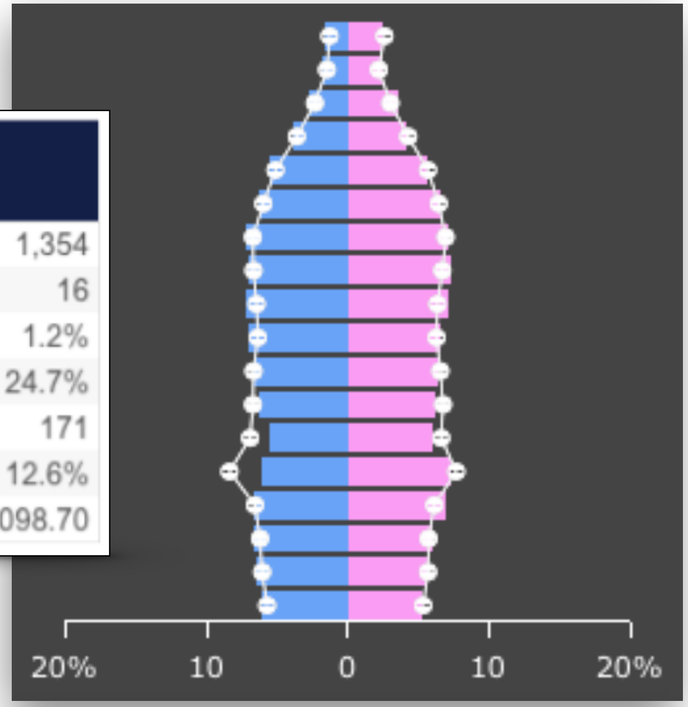
KNOX COUNTY HIGH SCHOOL ZONES

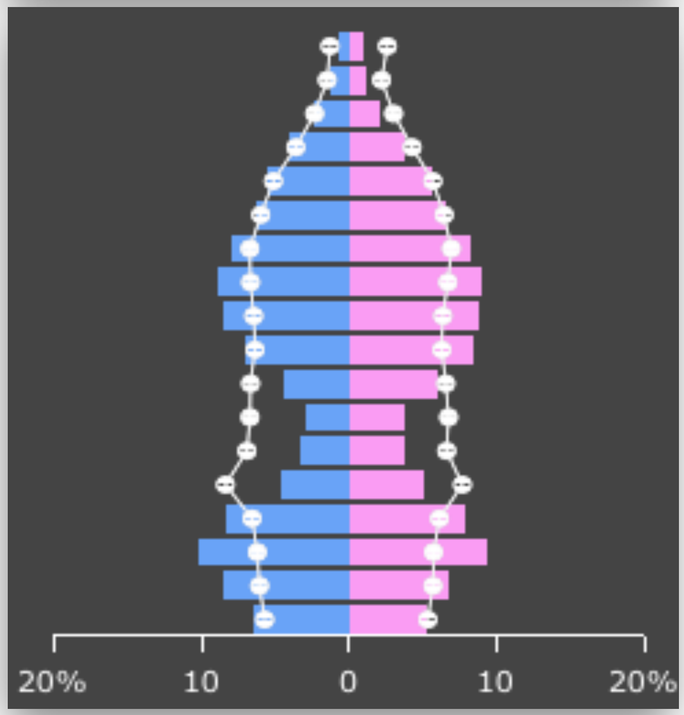
Knox County, Tennessee

Click here to view in KGIS Maps



Students & Teachers: Knox County, Powell High School	
Students	1,354
English Learner Students	16
English Learner Student Percent	1.2%
Economically Disadvantaged Student Percent	24.7%
Students with Disabilities	171
Students with Disabilities Percent	12.6%
Per-Pupil Expenditure	$9,098.70





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Map Date: July 2015

KNOX COUNTY SCHOOLS

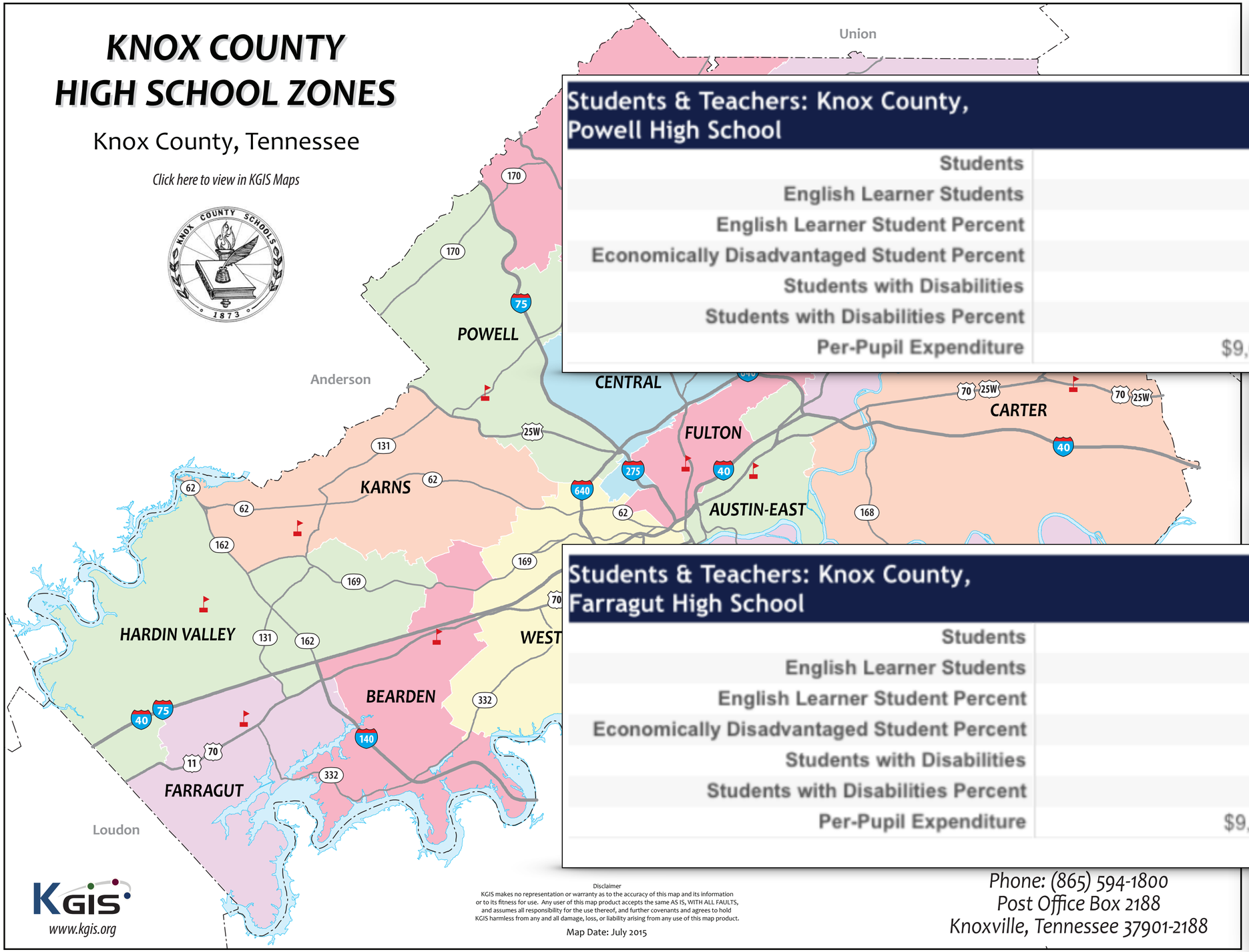
knoxschools.org

Phone: (865) 594-1800
Post Office Box 2188
Knoxville, Tennessee 37901-2188

KNOX COUNTY HIGH SCHOOL ZONES

Knox County, Tennessee

Click here to view in KGIS Maps



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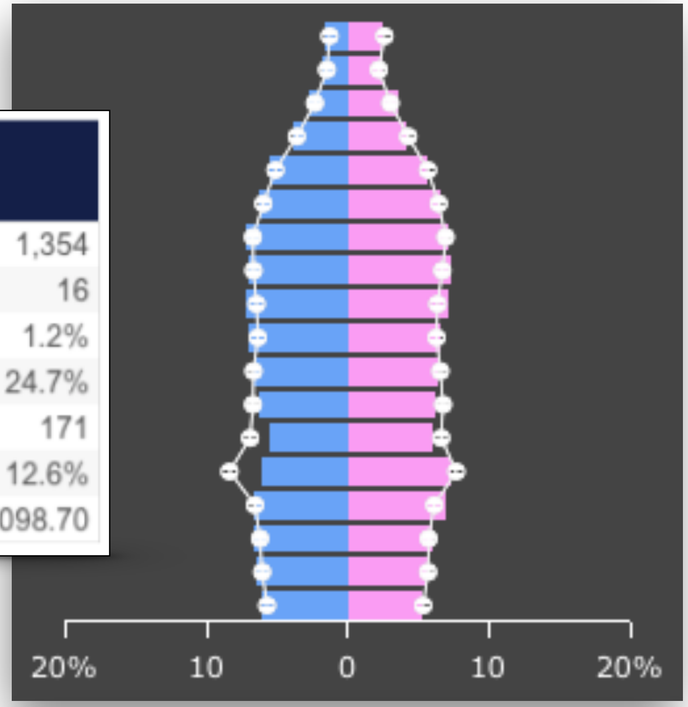
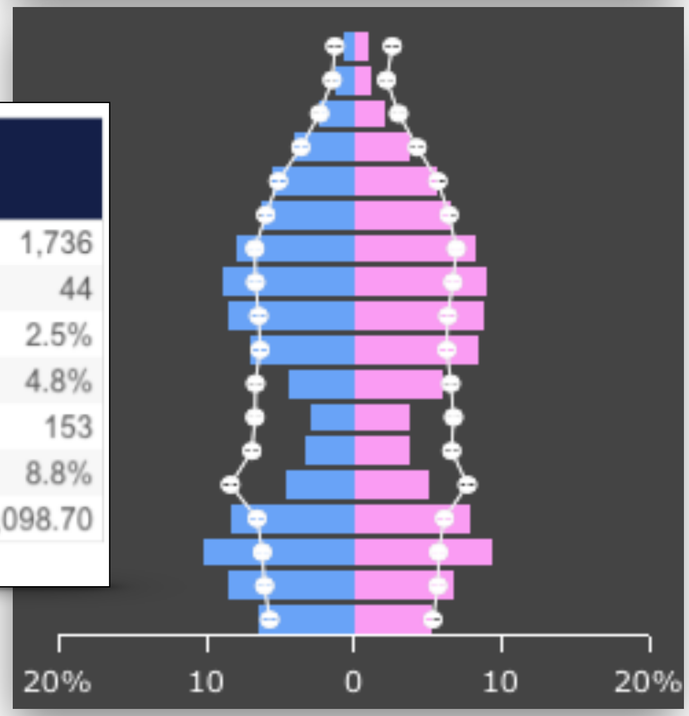


Students & Teachers: Knox County, Farragut High School

Students	1,736
English Learner Students	44
English Learner Student Percent	2.5%
Economically Disadvantaged Student Percent	4.8%
Students with Disabilities	153
Students with Disabilities Percent	8.8%
Per-Pupil Expenditure	$9,098.70



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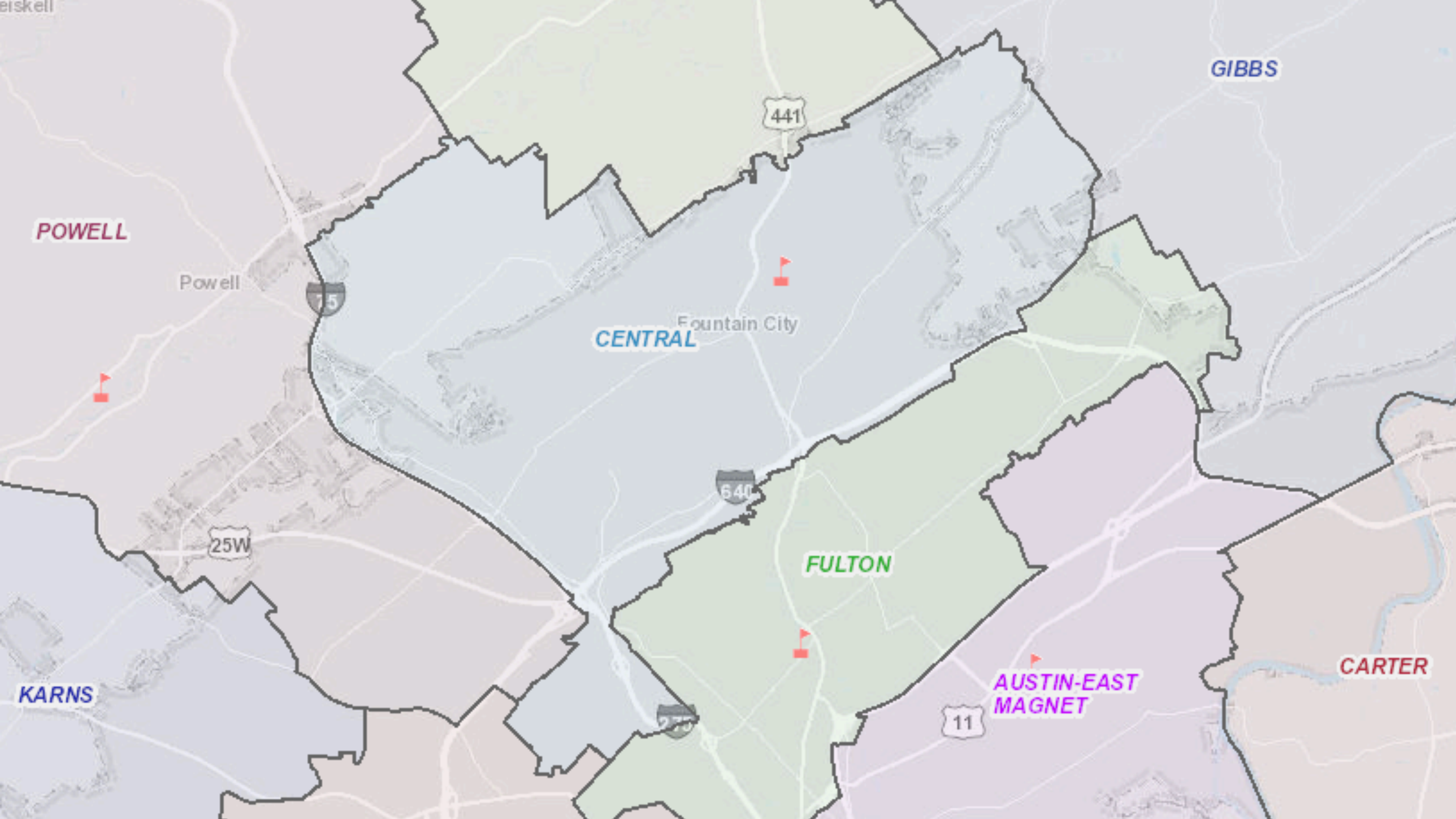
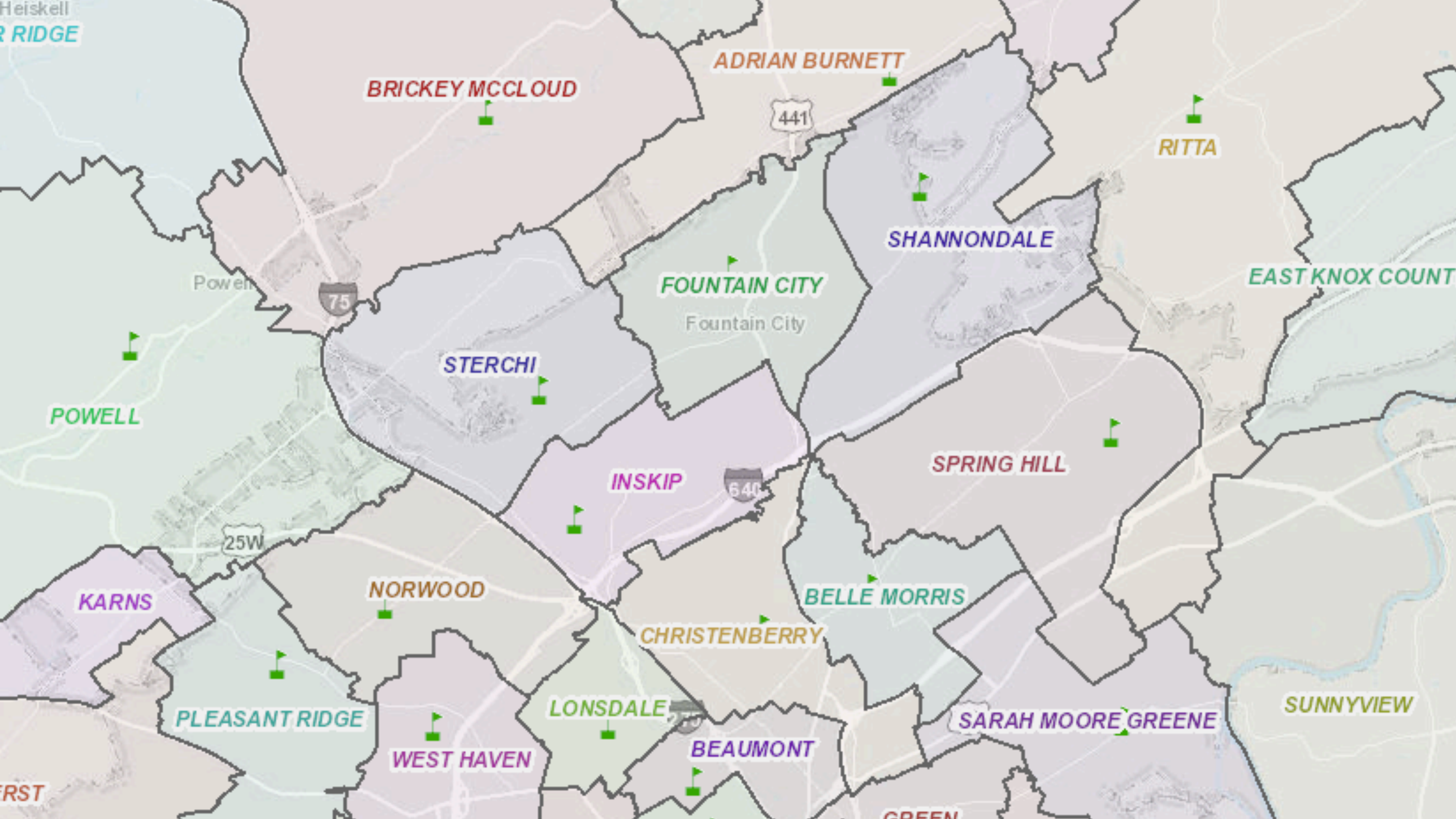
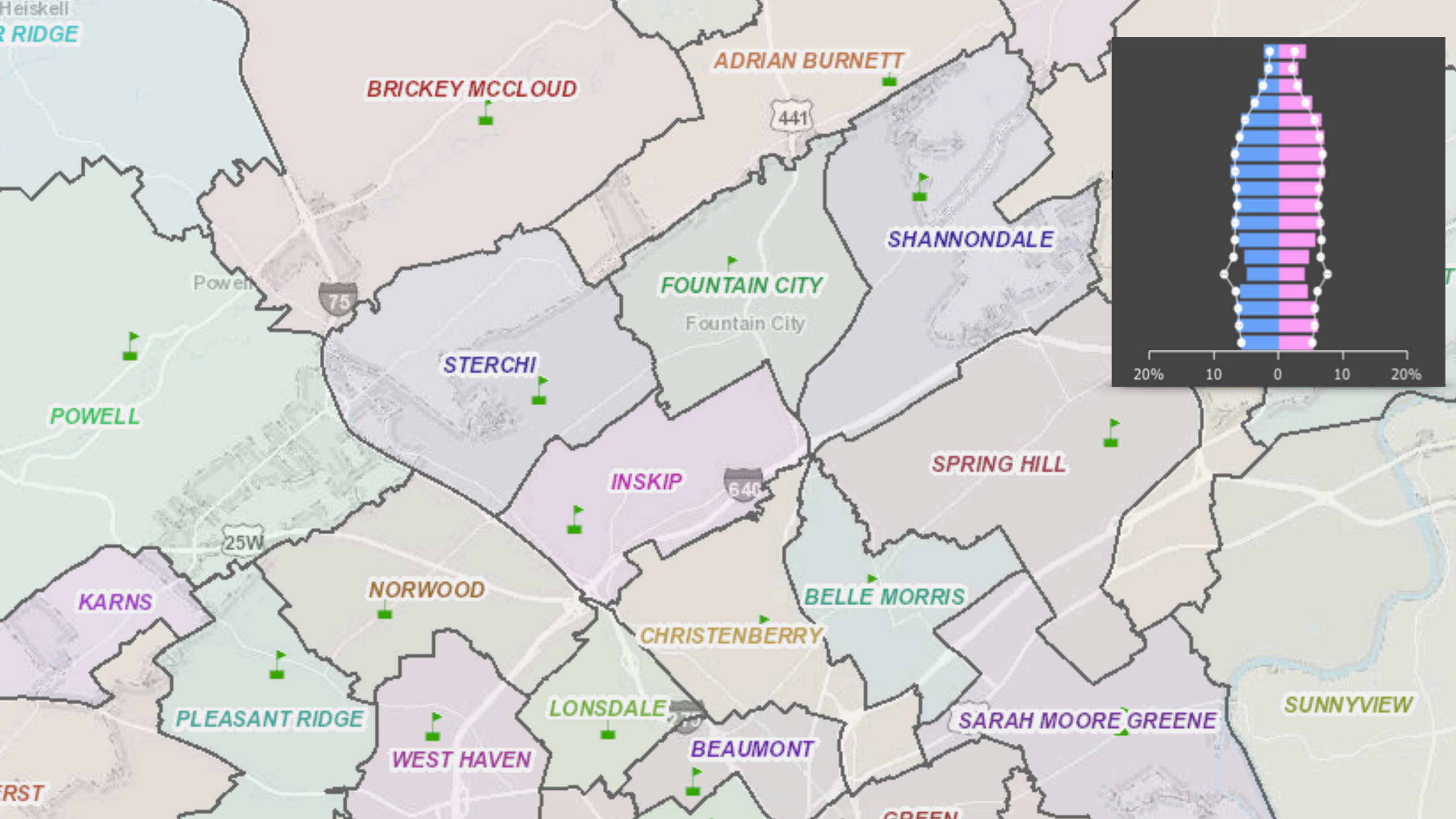
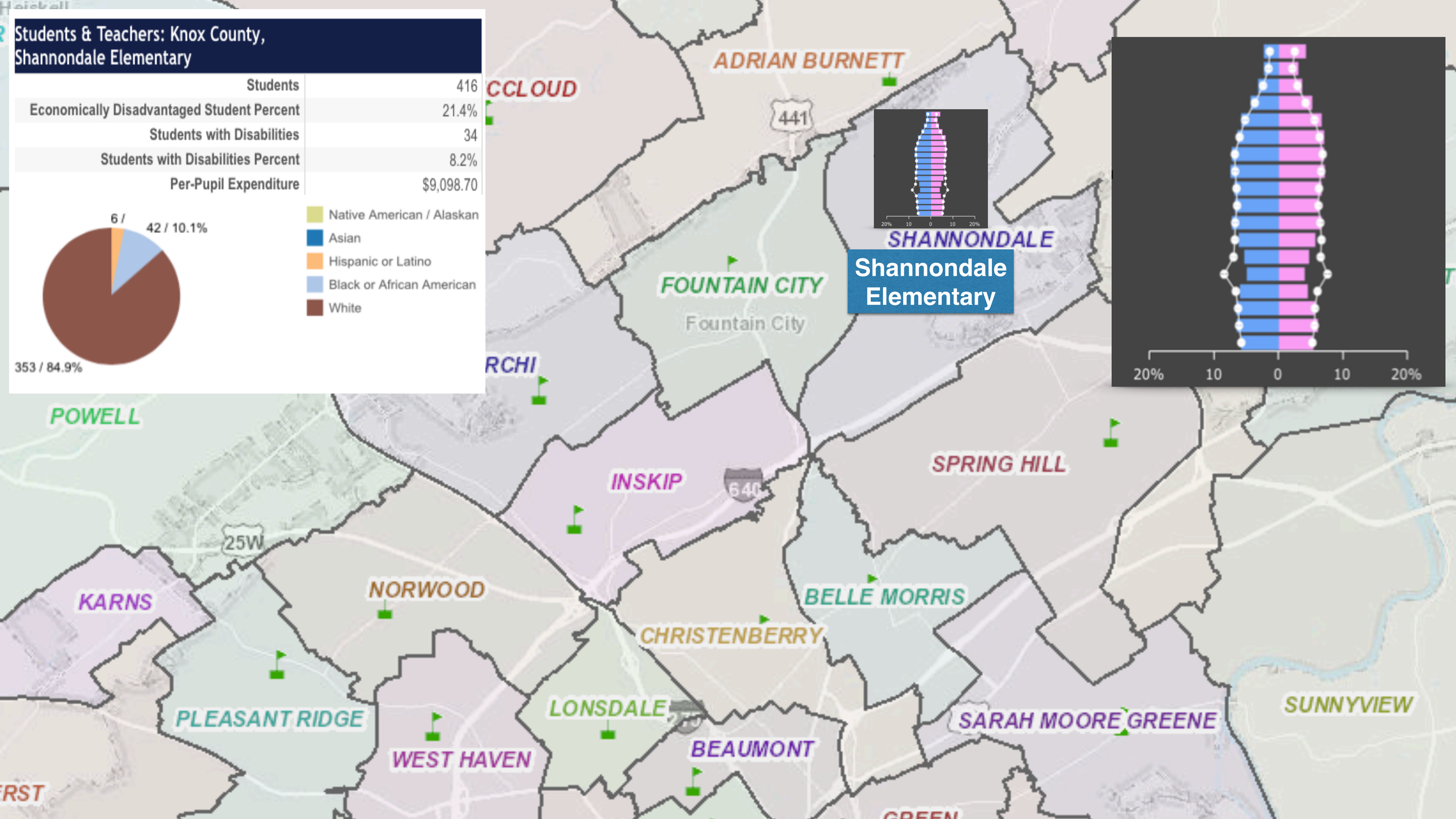

GIBBS
441
POWELL
Powell
75
Fountain City
CENTRAL
640
25W
FULTON
AUSTIN-EAST
MAGNET
11
CARTER
KARNS


Heiskell
R RIDGE
BRICKEY MCCLOUD
ADRIAN BURNETT
441
RITTA
SHANNONDALE
EAST KNOX COUNT
Powell
75
FOUNTAIN CITY
Fountain City
STERCHI
POWELL
INSKIP
640
SPRING HILL
25W
KARNS
NORWOOD
BELLE MORRIS
CHRISTENBERRY
PLEASANT RIDGE
LONSDALE
SARAH MOORE GREENE
SUNNYVIEW
WEST HAVEN
BEAUMONT
RST


Heiskell
R RIDGE
BRICKEY MCCLOUD
ADRIAN BURNETT
441
SHANNONDALE
FOUNTAIN CITY
Fountain City
Powell
75
STERCHI
POWELL
INSKIP
640
SPRING HILL
25W
KARNS
NORWOOD
BELLE MORRIS
CHRISTENBERRY
PLEASANT RIDGE
LONSDALE
WEST HAVEN
BEAUMONT
SARAH MOORE GREENE
SUNNYVIEW
RST
20%
10
0
10
20%

Students & Teachers: Knox County, Shannondale Elementary

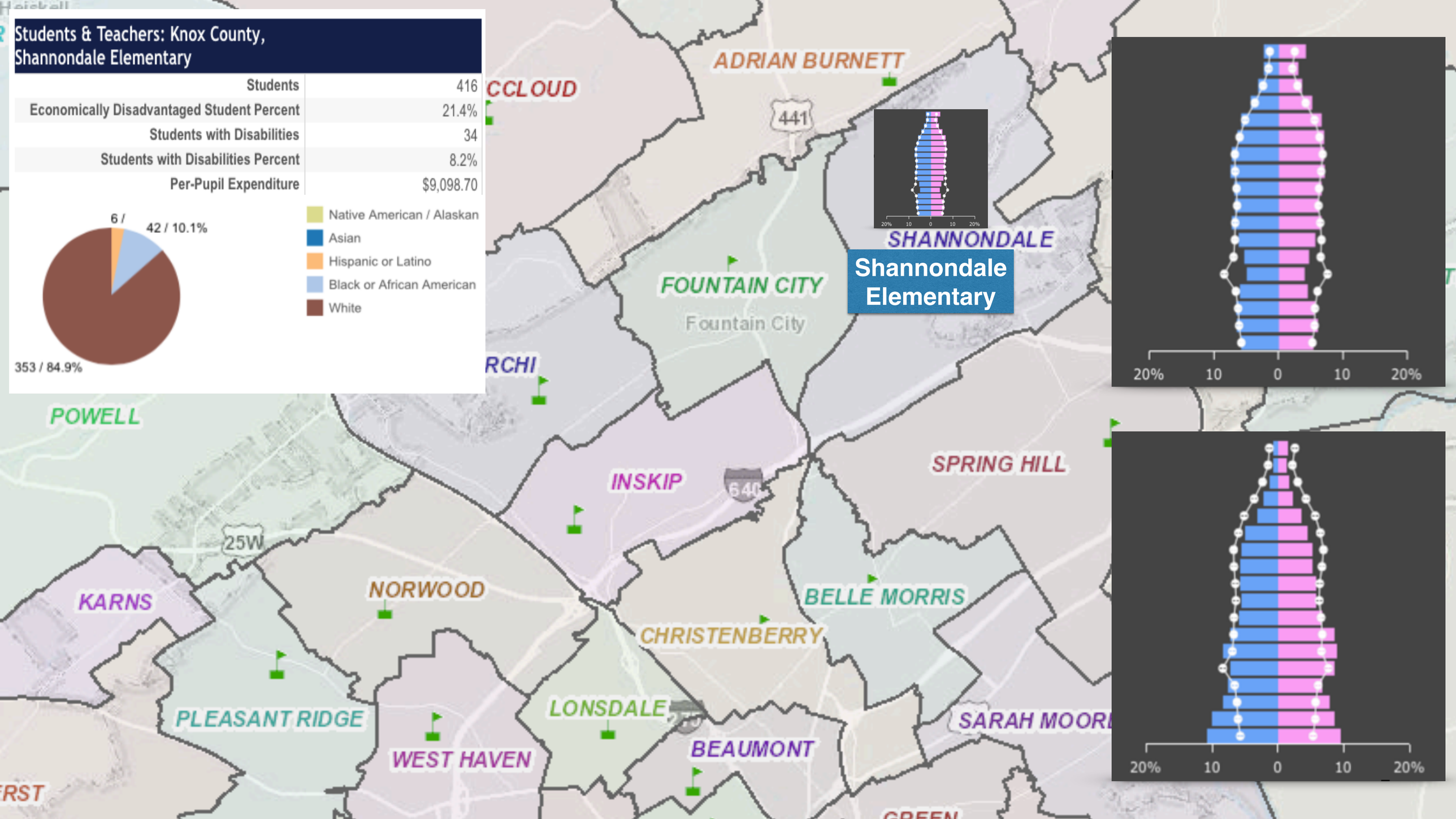
Students	416
Economically Disadvantaged Student Percent	21.4%
Students with Disabilities	34
Students with Disabilities Percent	8.2%
Per-Pupil Expenditure	$9,098.70



Students & Teachers: Knox County, Shannondale Elementary

Students	416
Economically Disadvantaged Student Percent	21.4%
Students with Disabilities	34
Students with Disabilities Percent	8.2%
Per-Pupil Expenditure	$9,098.70

- Native American / Alaskan
- Asian
- Hispanic or Latino
- Black or African American
- White



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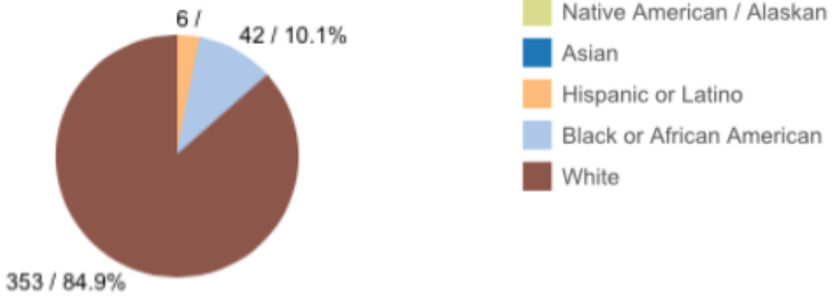
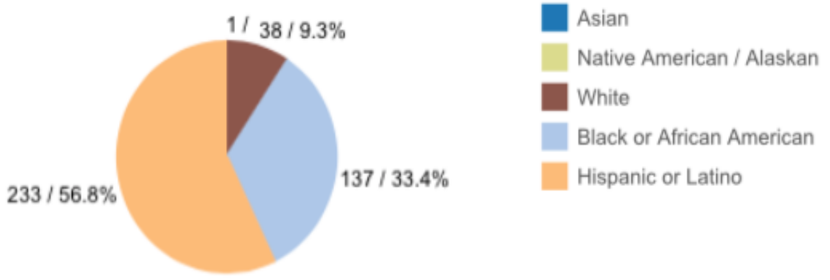
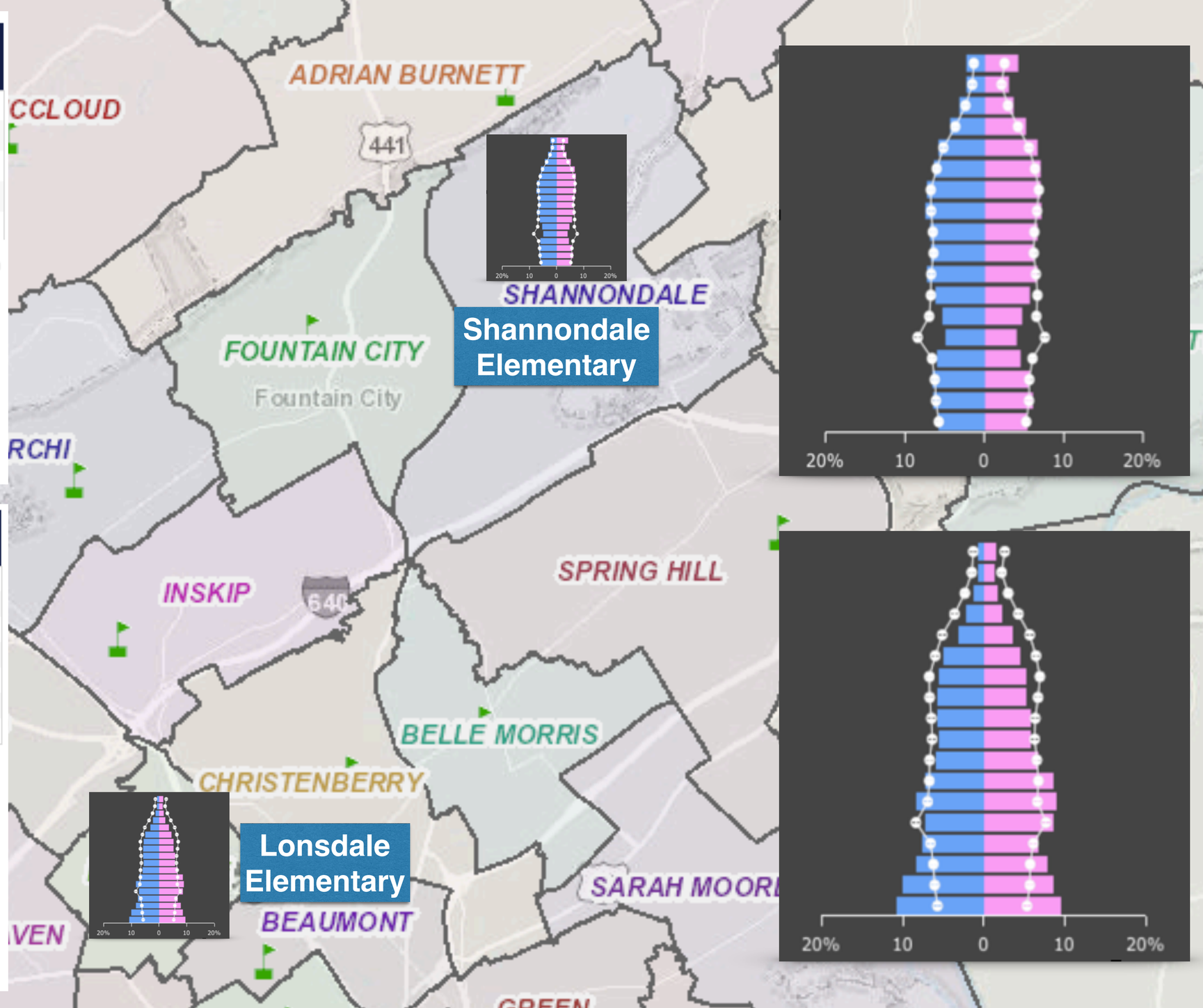
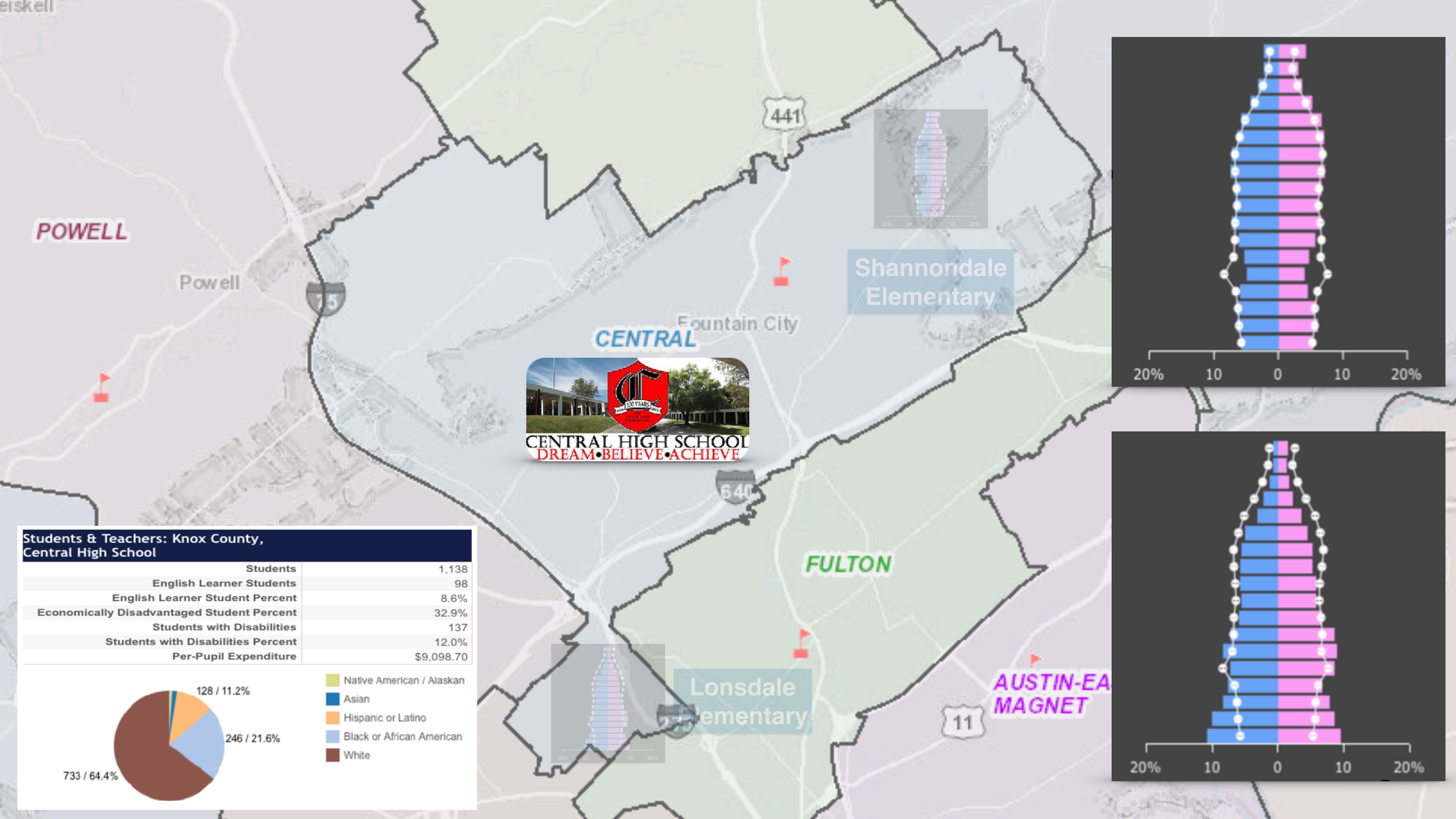


Students & Teachers: Knox County, Lonsdale Elementary

Students	410
English Learner Students	164
English Learner Student Percent	40.0%
Economically Disadvantaged Student Percent	79.5%
Students with Disabilities	49
Students with Disabilities Percent	12.0%
Per-Pupil Expenditure	$9,098.70







Students & Teachers: Knox County, Central High School	
Students	1,138
English Learner Students	98
English Learner Student Percent	8.6%
Economically Disadvantaged Student Percent	32.9%
Students with Disabilities	137
Students with Disabilities Percent	12.0%
Per-Pupil Expenditure	$9,098.70

Agenda

- About Me...
- What I tell new teachers to my school...
  - Professional Organizations to Consider
- How my teaching has changed since 1994
  - Online Resources
  - **Mastery Learning Approach**
- Observations
  - Five Helpful Hints
  - Student-Centered Lessons

Mastery Learning

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

This job usually comes with some level of autonomy.

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

This job usually comes with some level of autonomy.

- **I allow students to retake quizzes and turn in work late for a reduced grade.**

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

This job usually comes with some level of autonomy.

- **I allow students to retake quizzes and turn in work late for a reduced grade.**
- The school that hires you may have some type of no zero policy for homework or quizzes. (less autonomy)

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

This job usually comes with some level of autonomy.

- **I allow students to retake quizzes and turn in work late for a reduced grade.**
- The school that hires you may have some type of no zero policy for homework or quizzes. (less autonomy)
- **My main objective is focused on student learning, and if I can get the student to study and retake a quiz or actually do the assignment then I want to make it possible for that to happen in my classroom.**

Mastery Learning

(Some teachers will disagree with me on this, and that is ok.)

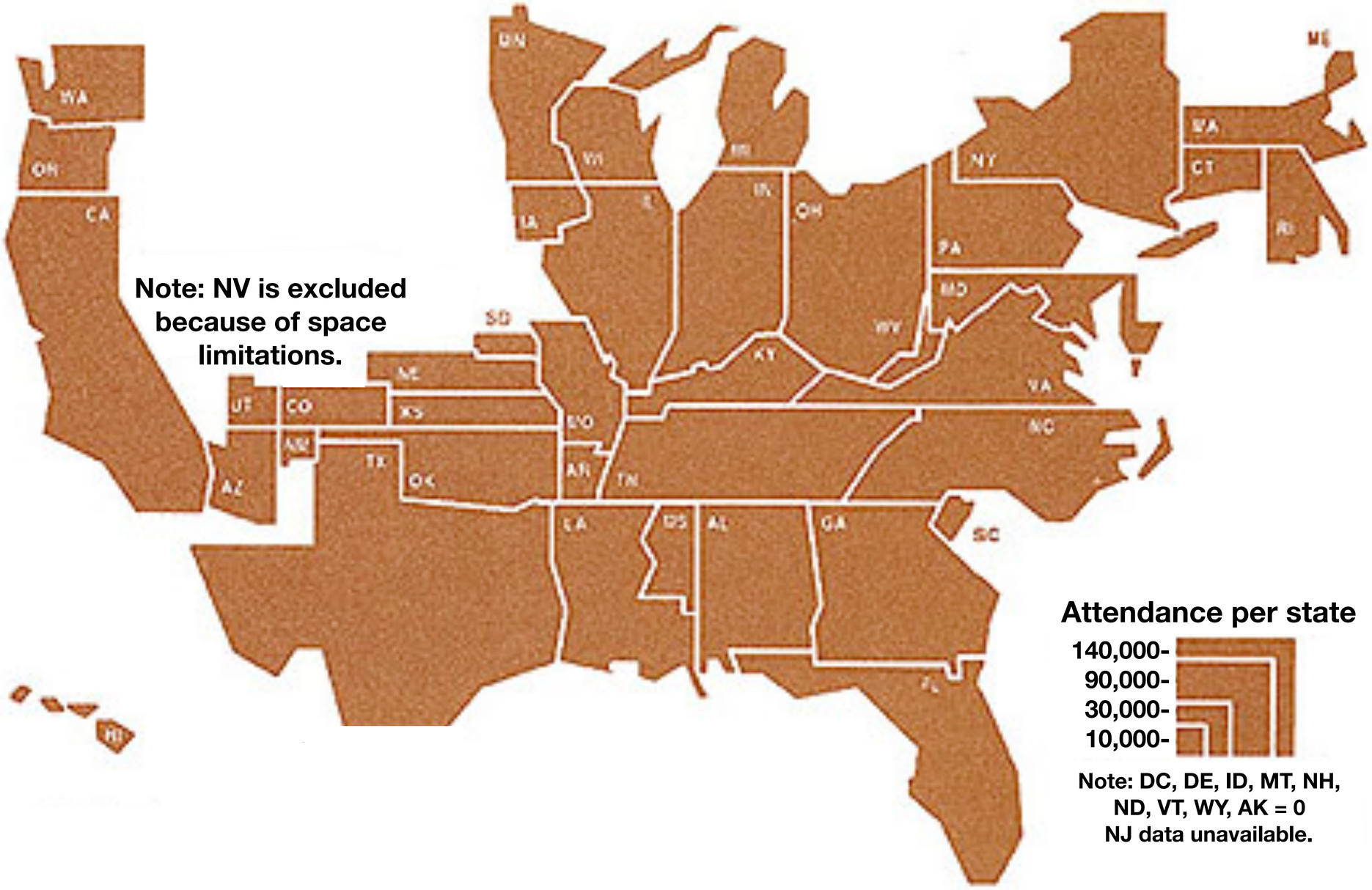
This job usually comes with some level of autonomy.

- **I allow students to retake quizzes and turn in work late for a reduced grade.**
- The school that hires you may have some type of no zero policy for homework or quizzes. (less autonomy)
- **My main objective is focused on student learning, and if I can get the student to study and retake a quiz or actually do the assignment then I want to make it possible for that to happen in my classroom.**
- **My other main objective is to make the class as interesting as possible, however, sometimes its hard to make some topics interesting, e.g., AP Practice Writing.**

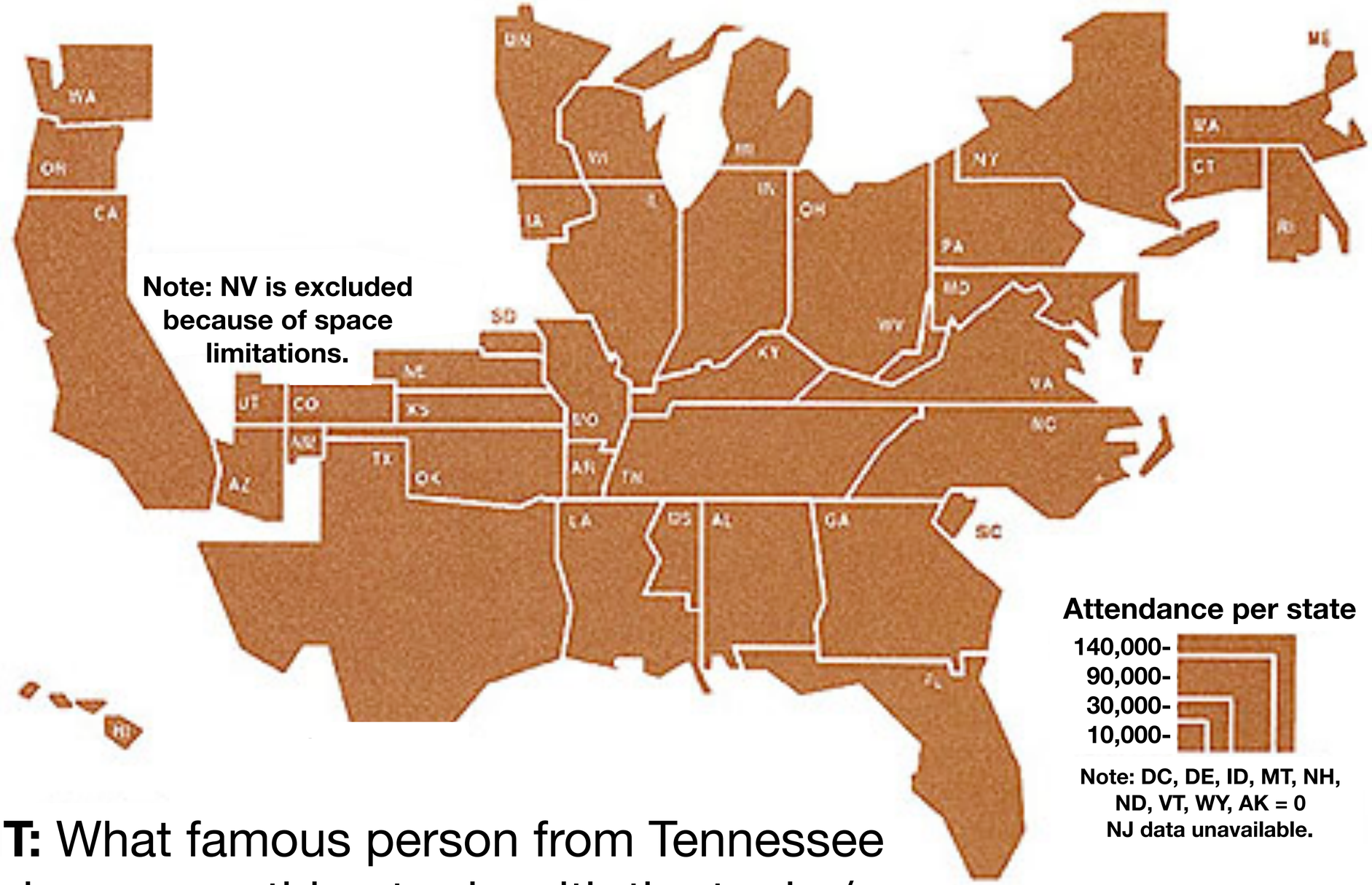
“If I am bored during a lesson just imagine how my students feel.”

I try to have short student-centered activities built in to many of my lessons…

This is the art of teaching…



© 1995 Andrew Dent and Linda Tumbull



HINT: What famous person from Tennessee may have something to do with the topic / title of the map? **He** is from **Memphis**.

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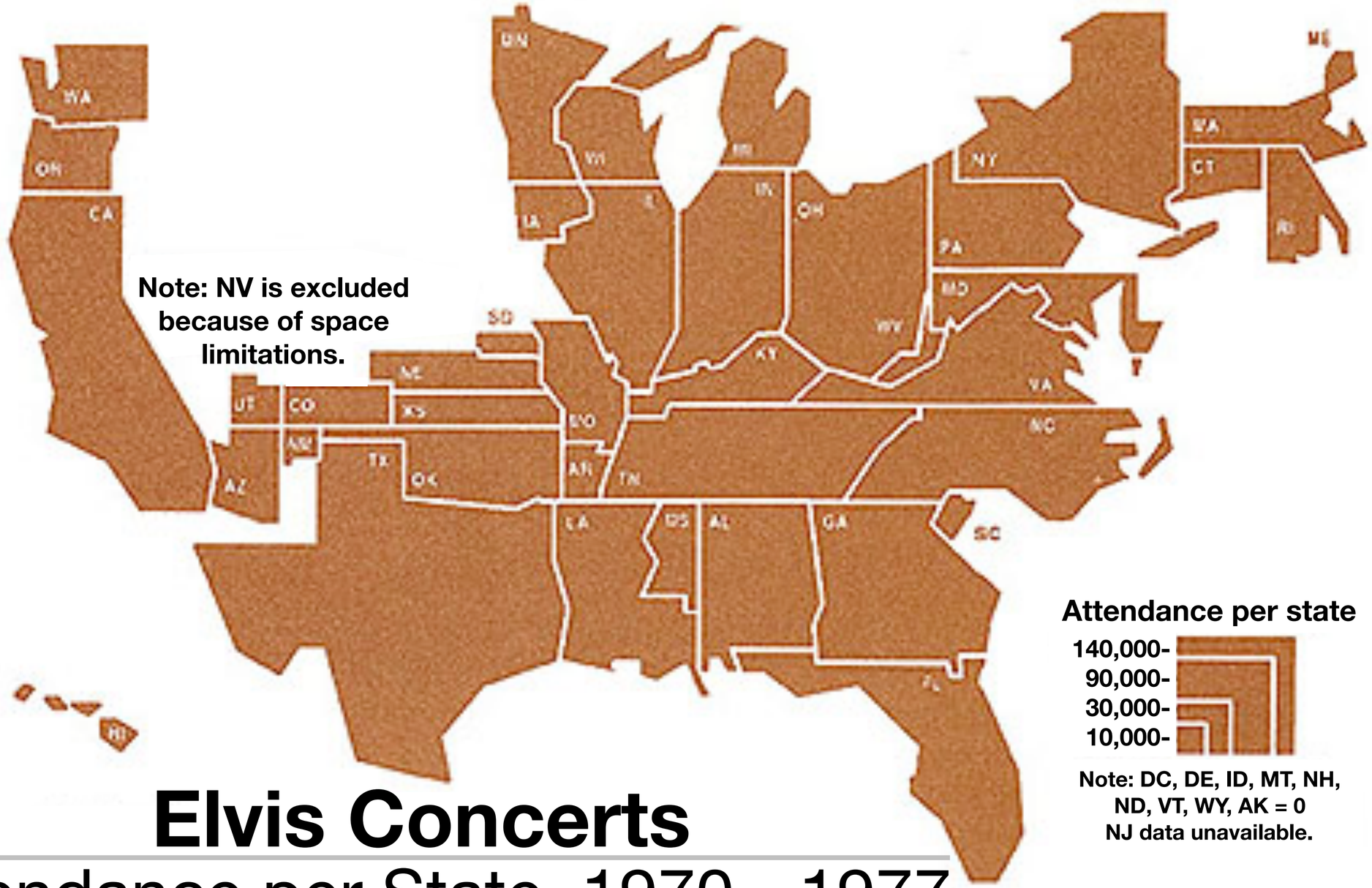

Elvis Concerts

Attendance per State, 1970 - 1977

Source: Stanley, David E., with Frank Coffey. The Elvis Encyclopedia. Santa Monica, CA: General Publishing Group, Inc. 1994.

© 1995 Andrew Dent and Linda Tumbull

Agriculture Lesson Example

Nutella is from where?

Nutella is headquartered in 1

Nutella is made from...

The hazelnuts are from 2

The palm oil is from 3

The cocoa is from 4

The sugar is from 5

The vanilla flavoring is from 6

Nutella is headquartered in Italy.

Nutella is made from...

The hazelnuts are from 2

The palm oil is from 3

The cocoa is from 4

The sugar is from 5

The vanilla flavoring is from 6

Nutella is headquartered in Italy.

Nutella is made from…

The hazelnuts are from **Turkey**;

The palm oil is from 3

The cocoa is from 4

The sugar is from 5

The vanilla flavoring is from 6

Nutella is headquartered in Italy.

Nutella is made from…

The hazelnuts are from **Turkey**;

The palm oil is from **Malaysia**;

The cocoa is from 4

The sugar is from 5

The vanilla flavoring is from 6

Nutella is headquartered in Italy.

Nutella is made from…

The hazelnuts are from **Turkey**;

The palm oil is from **Malaysia**;

The cocoa is from **Nigeria**;

The sugar is from 5

The vanilla flavoring is from 6

Nutella is headquartered in Italy.

Nutella is made from…

The hazelnuts are from **Turkey**;

The palm oil is from **Malaysia**;

The cocoa is from **Nigeria**;

The sugar is from **Brazil**

The vanilla flavoring is from

6

Nutella is headquartered in Italy.

Nutella is made from...

The hazelnuts are from **Turkey**;

The palm oil is from **Malaysia**;

The cocoa is from **Nigeria**;

The sugar is from **Brazil**

The vanilla flavoring is from **France**.

Nutrition Facts

Serv Size 2 tbsp.(37g)
Servings about 10
Calories 200
Fat Cal 100

*Percent Daily Values (DV) are based on a 2,000 calorie diet.

Amount/Serving	%DV*	Amount/Serving	%DV*
Total Fat 11g	**17%**	**Total Carb.** 22g	7%
Sat. Fat 3.5g	**18%**	Fiber 1g	4%
Trans Fat 0g		Sugars 21g	
Cholest. 0mg	**0%**	**Protein** 3g	
Sodium 15mg	**1%**		

Vitamin A 0% • Vitamin C 0% • Calcium 4% • Iron 4%

An example of a tasty yet balanced breakfast:

a glass of skim milk, orange juice and Nutella® on whole wheat bread.

Visit us at www.NutellaUSA.com

INGREDIENTS: SUGAR, MODIFIED PALM OIL, HAZELNUTS, COCOA, SKIM MILK, REDUCED MINERALS WHEY (FROM MILK), SOY LECITHIN AS EMULSIFIER, VANILLIN: AN ARTIFICIAL FLAVOR.

MADE IN CANADA.

EXCL. DIST. FERRERO U.S.A. INC.
SOMERSET, NJ 08873

© FERRERO

Nutrition Facts

Serv Size 2 tbsp.(37g)
Servings about 10
Calories 200
Fat Cal 100

*Percent Daily Values (DV) are based on a 2,000 calorie diet.

Amount/Serving	%DV*	Amount/Serving	%DV*
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Sat. Fat 3.5g	**18%**	Fiber 1g	6%
Trans Fat 0g		Sugars 21g	
Cholest. 0mg	**0%**	**Protein** 3g	
Sodium 15mg	**1%**		

Vitamin A 0% • Vitamin C 0% • Calcium 4% • Iron 4%

An example of a tasty yet balanced breakfast:

a glass of skim milk, orange juice and Nutella® on whole wheat bread.

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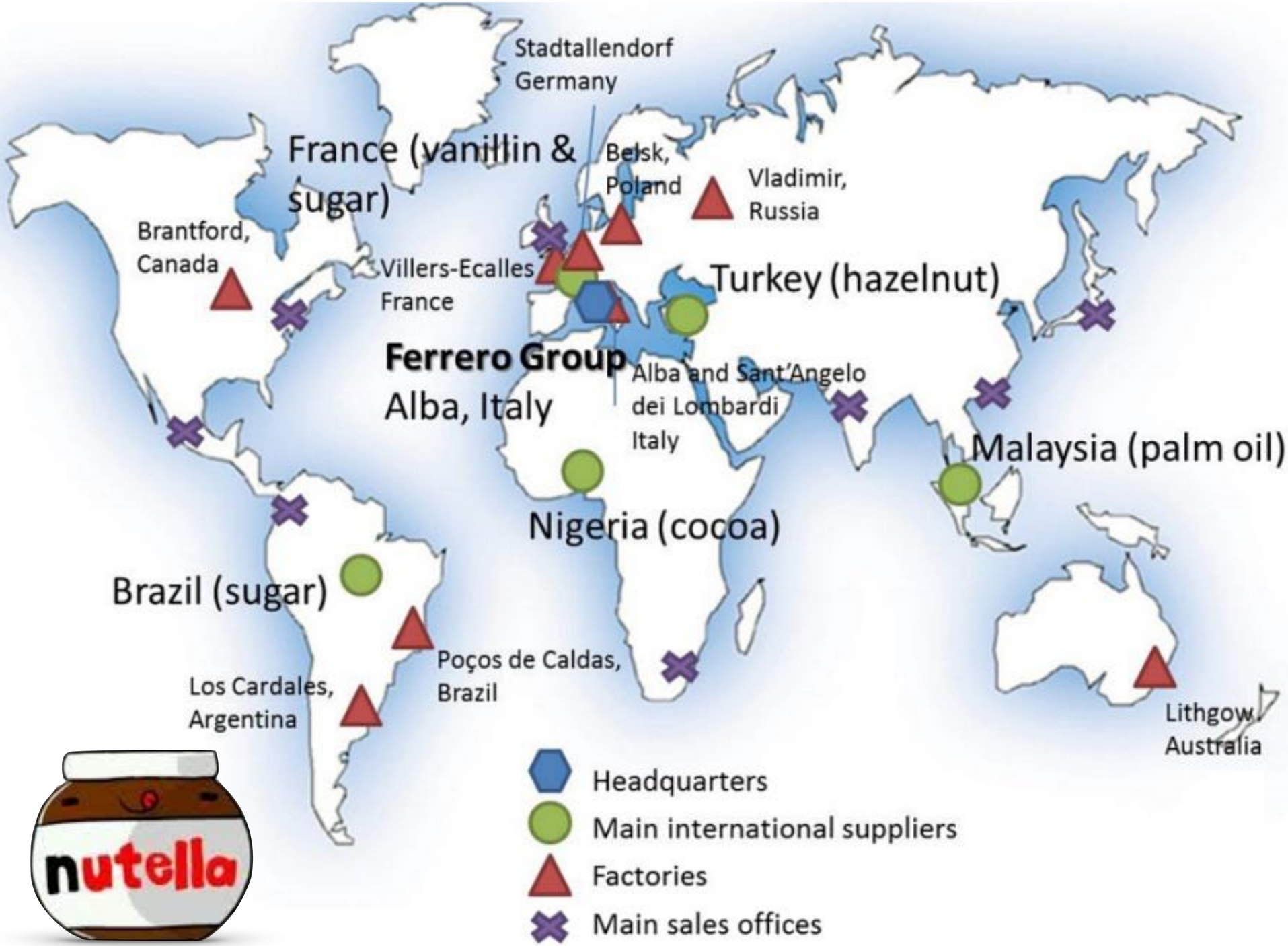
MADE IN CANADA.

© FERRERO

Why is Italy's flag flying in Canada?


Stadtallendorf
Germany
France (vanillin & sugar)
Belsk, Poland
Vladimir, Russia
Brantford, Canada
Villers-Ecalles France
Turkey (hazelnut)
Ferrero Group
Alba, Italy
Alba and Sant'Angelo dei Lombardi Italy
Malaysia (palm oil)
Nigeria (cocoa)
Brazil (sugar)
Poços de Caldas, Brazil
Los Cardales, Argentina
Lithgow, Australia
Headquarters
Main international suppliers
Factories
Main sales offices

I ♥ nutella

What is the name of the body of water?

http://geography.about.com/library/blank/blxasia.htm

What is the name of the body of water?

http://geography.about.com/library/blank/blxasia.htm

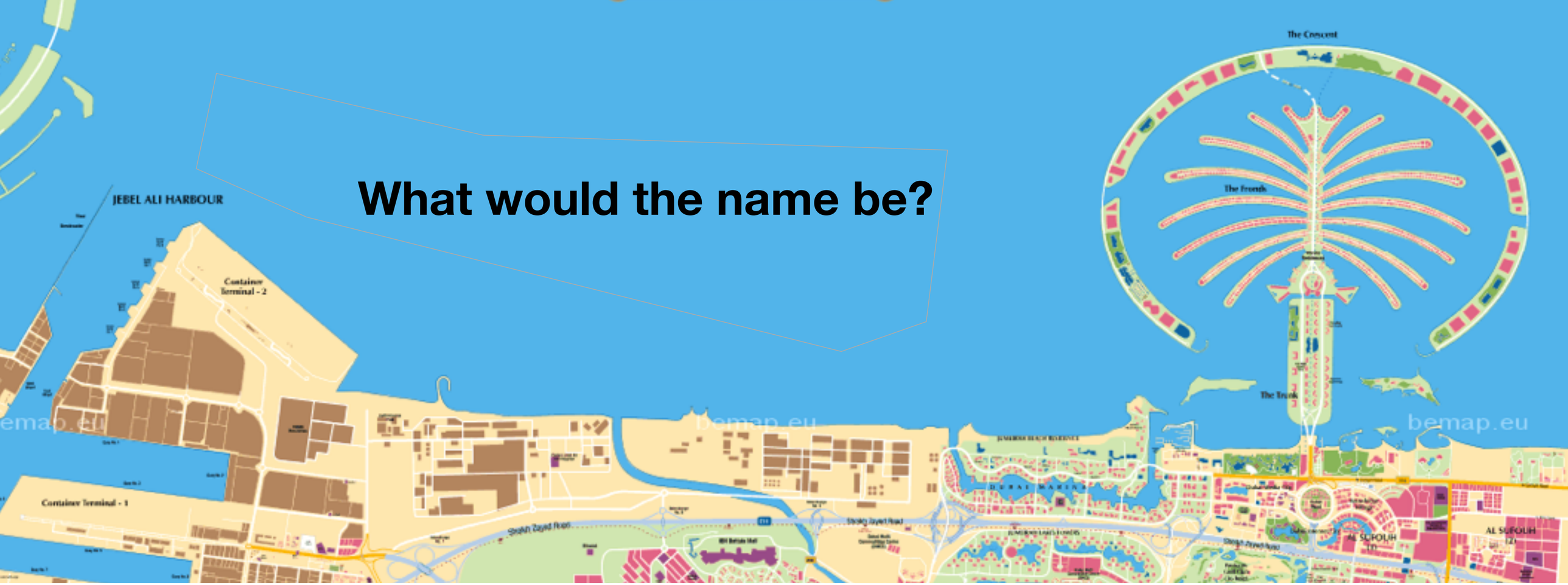
What is the name of the body of water?

http://geography.about.com/library/blank/blxasia.htm

Damascus
Baghdad
Amman
JORDAN
Eşfahān
Ahvāz
IRAN
Al Başrah
KUWAIT
Kuwait
Shīrāz
Zāhedān
AFGHANISTAN
Kandahār
Quett
PAKISTAN
SAUDI
BAHRAIN
Manama
Persian Gulf
OMAN
Abu Dhabi
Doha
Riyadh
Medina
QATAR
UNITED ARAB EMIRATES
Gulf of Oman
Muscat
Hyderābād
Karāchi
ARABIA
Red Sea
Jiddah
Mecca
OMAN
Sudan

Baghdad
Amman
JORDAN
Al Başrah
IRAN
Shīrāz
AFGHANISTAN
Kandahār
PAKISTAN
SAUDI
Persian Gulf
Manama
Riyadh
Medina
Doha
QATAR
UNITED ARAB EMIRATES
Gulf of Oman
Muscat
Karāchi
Hyderābād
ARABIA
Red Sea
Jiddah
Mecca
OMAN
Sudan

Baghdad
Amman
JORDAN
Al Başrah
IRAN
Shīrāz
AFGHANISTAN
Kandahār
PAKISTAN
SAUDI
Persian Gulf
Manama
Riyadh
Medina
QATAR
UNITED ARAB EMIRATES
Gulf of Oman
Muscat
Karāchi
Hyderābād
ARABIA
Red Sea
Jiddah
Mecca
Sudan



A Dubai Tourist Web site does not use Persian Gulf.

What name do you think they use?

A Dubai Tourist Web site does not use Persian Gulf.

What name do you think they use?

How has Dubai changed since 1985?

How has Dubai changed since 1985?

1985

How has Dubai changed since 1985?

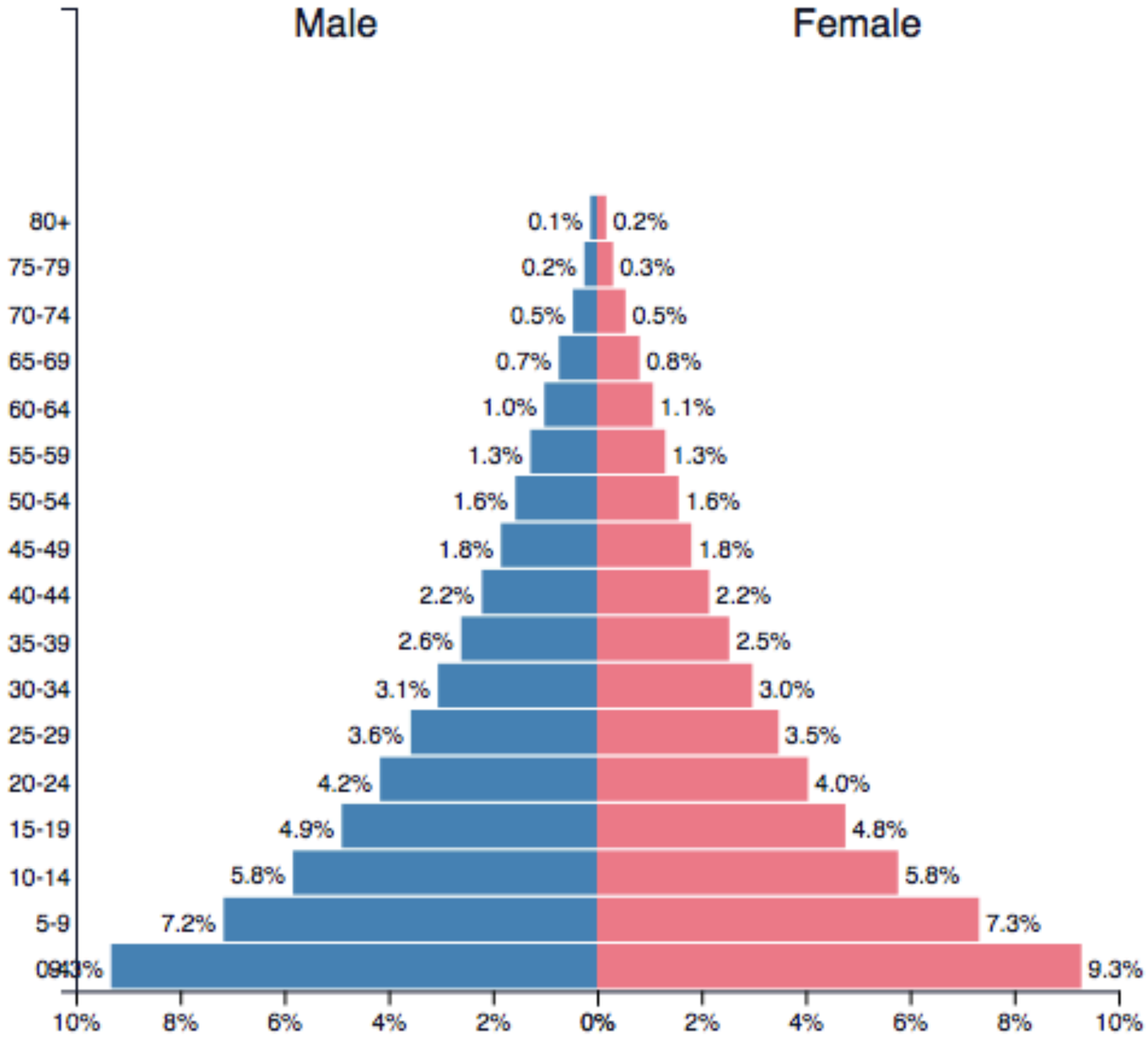
1985

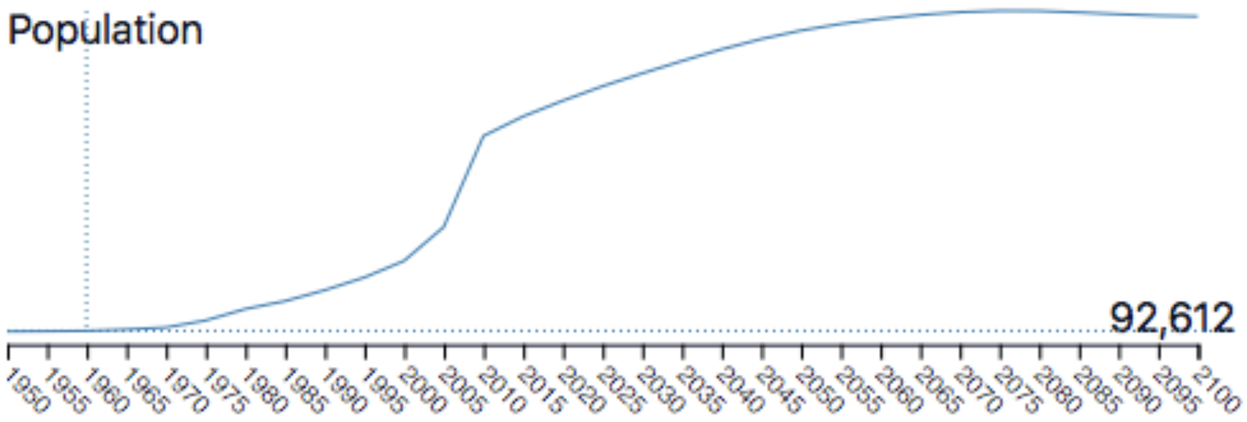
2012

United Arab Emirates ▾
1960

Population: 92,612

https://www.populationpyramid.net





YEAR -5 -1 1960 +1 +5

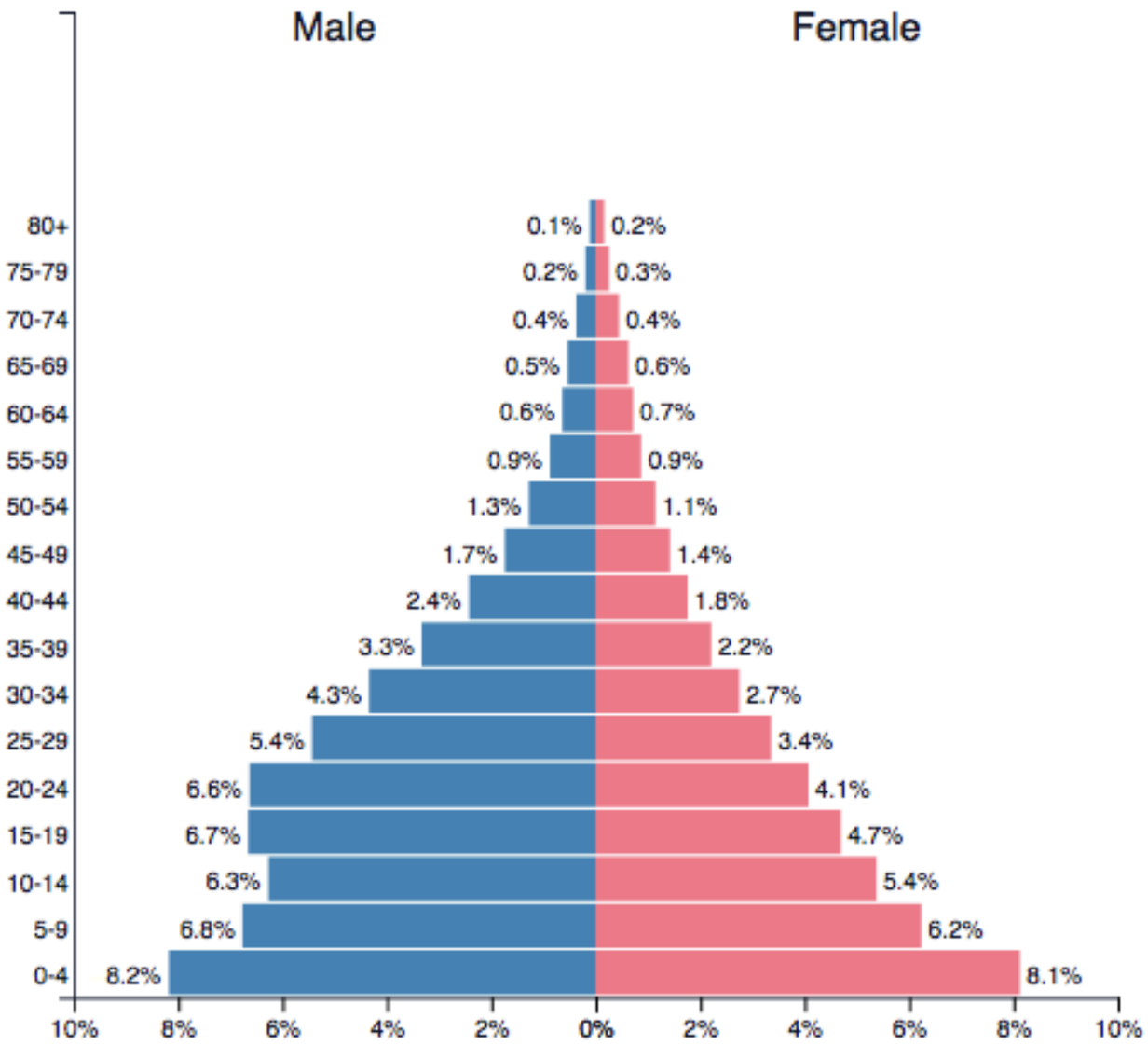
COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

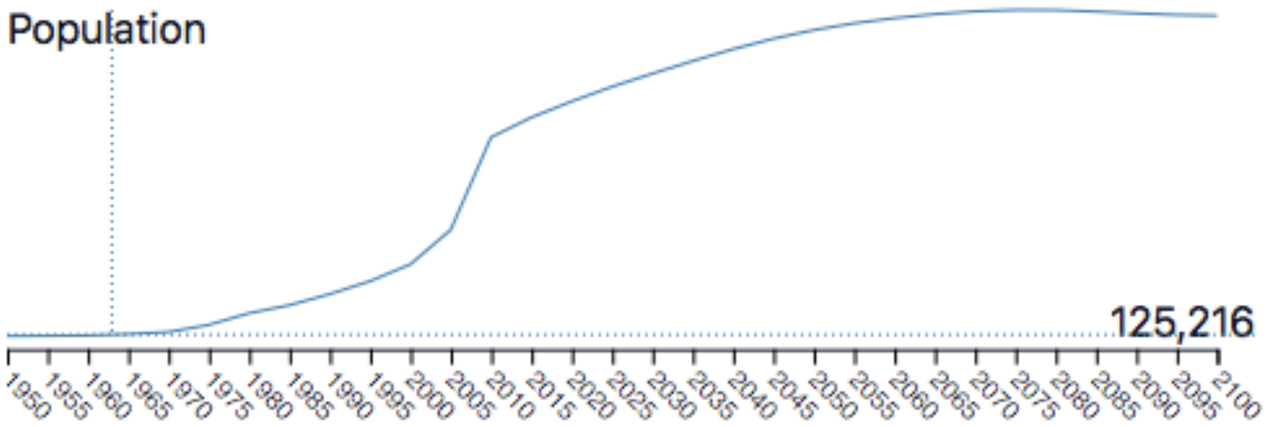
Western Africa
Western Asia
Western Europe
Western Sahara
WORLD

https://www.populationpyramid.net/

United Arab Emirates ▾
1963

Population: 125,216





YEAR -5 -1 1963 +1 +5

COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

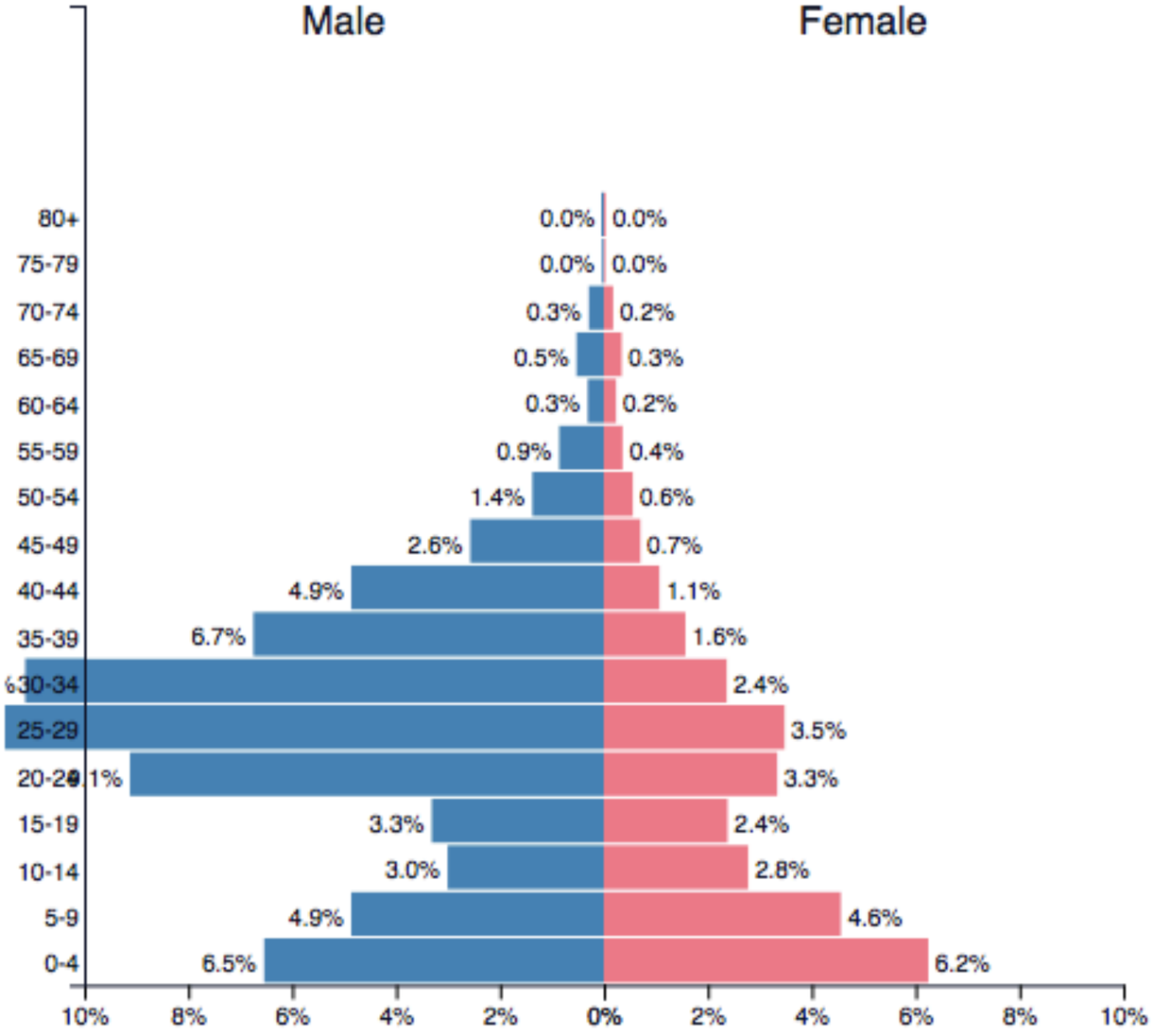
Western Africa
Western Asia
Western Europe
Western Sahara
WORLD

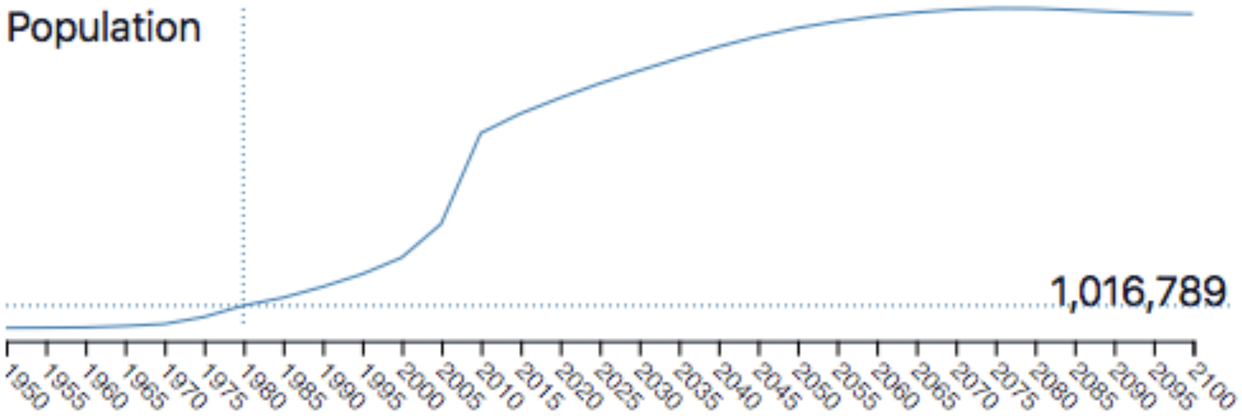
https://www.populationpyramid.net/

United Arab Emirates ▾

1980

Population: 1,016,788





YEAR -5 -1 1980 +1 +5

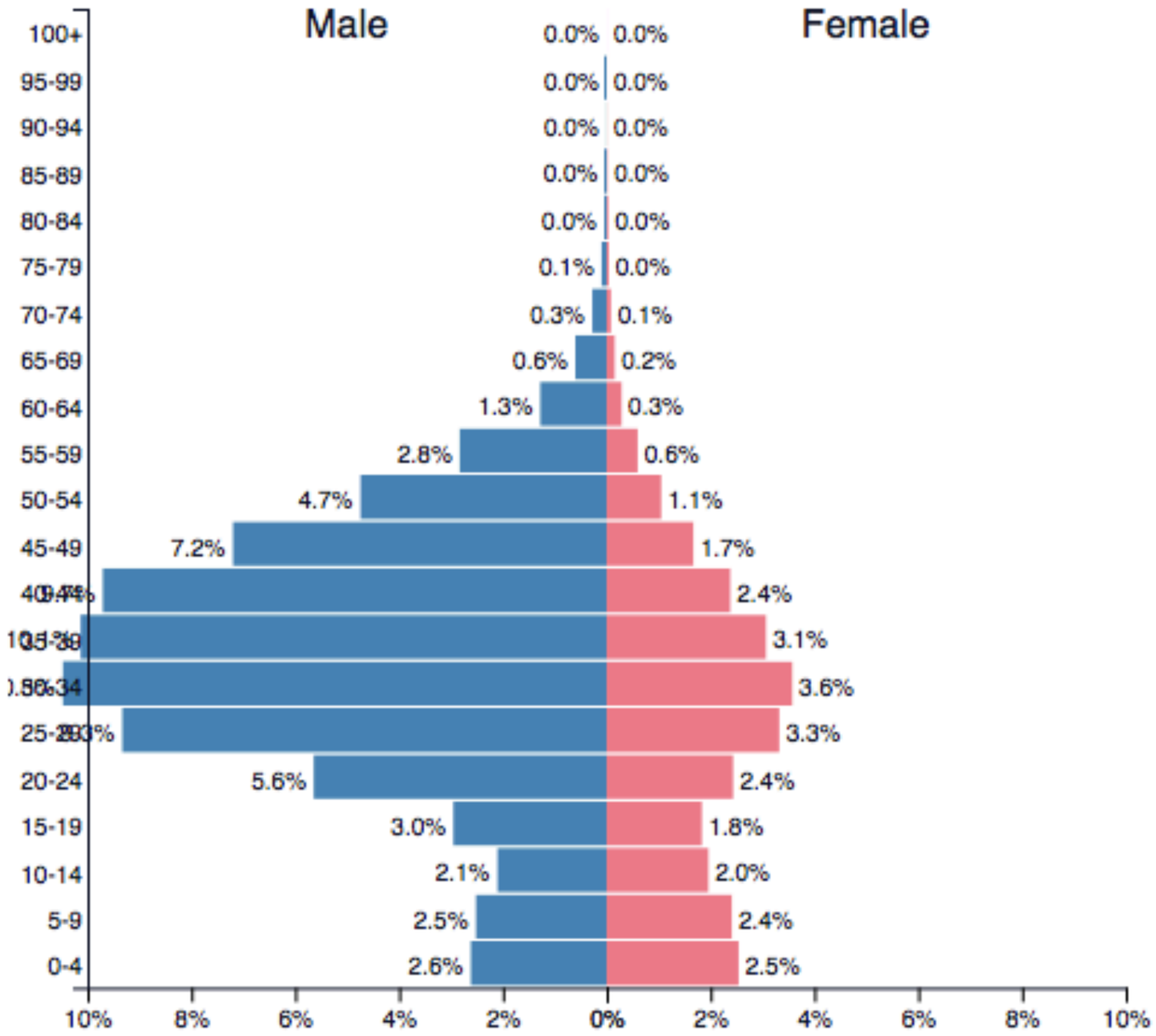
COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

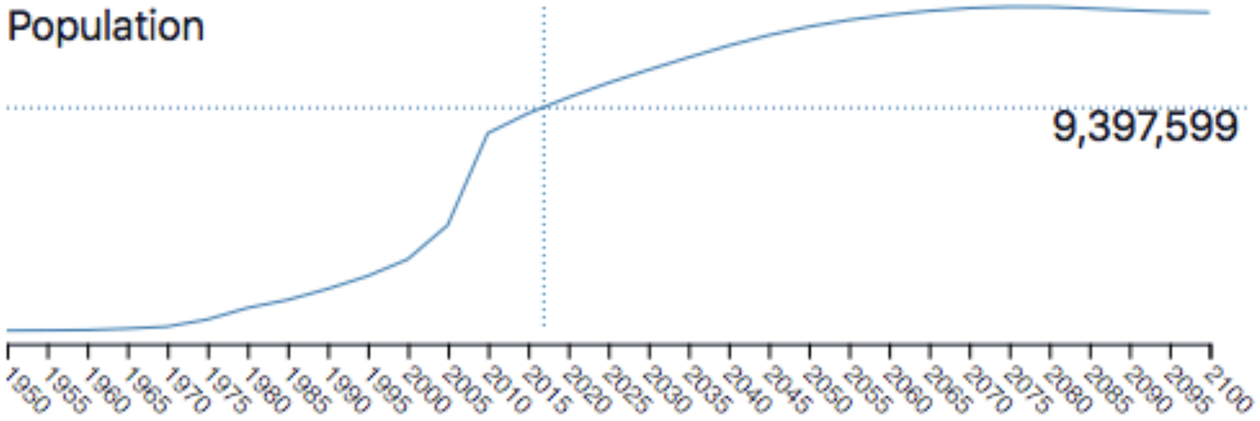
Western Africa
Western Asia
Western Europe
Western Sahara
WORLD

https://www.populationpyramid.net/

United Arab Emirates ▾
2017

Population: **9,397,598**





YEAR -5 -1 2017 +1 +5

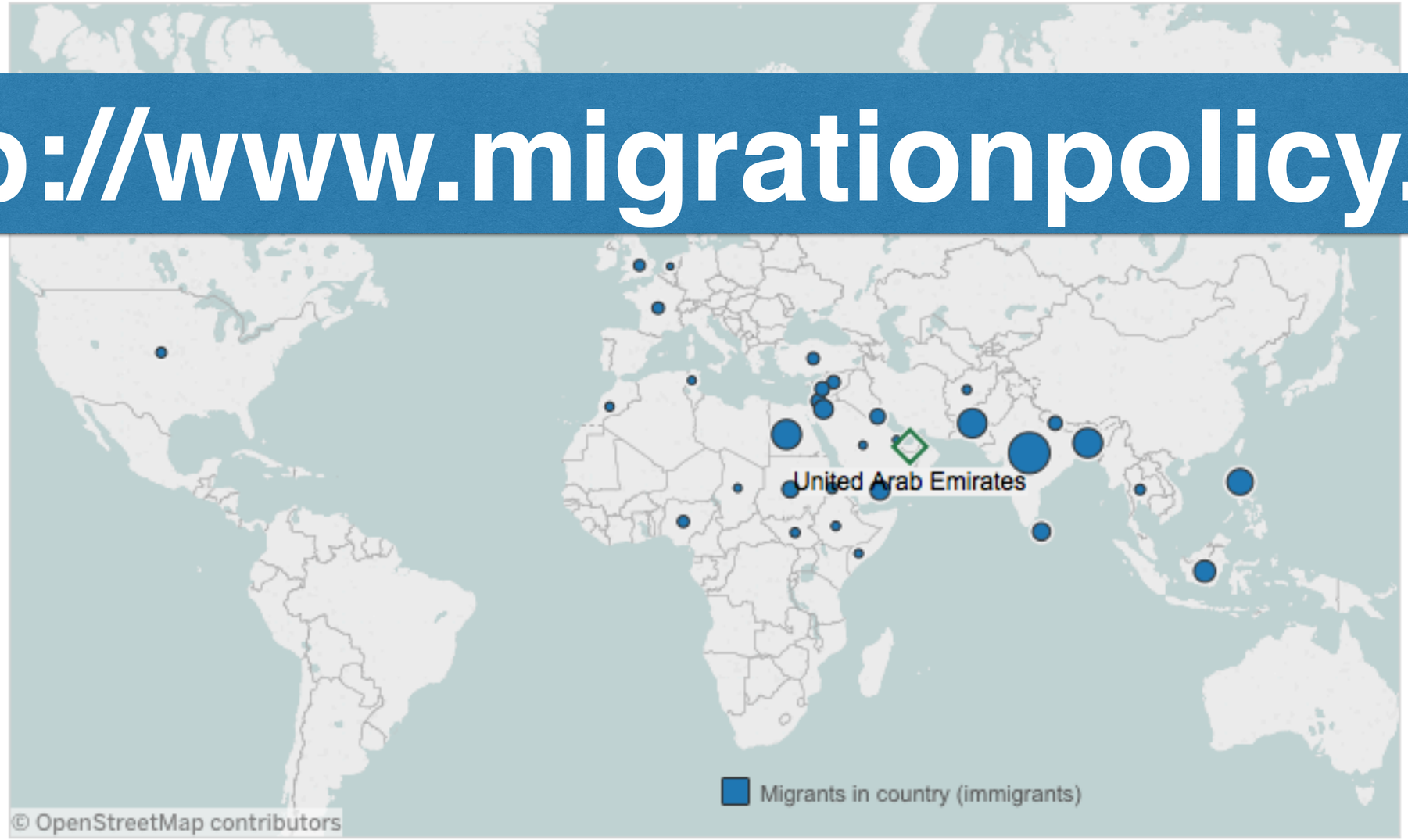
COUNTRY A B C D E F G H I J K L M N O P Q R S T U V W Y Z

Western Africa
Western Asia
Western Europe
Western Sahara
WORLD

https://www.populationpyramid.net/

Immigrant and Emigrant Populations by Country of Origin and Destination, mid-2015 Estimates

http://www.migrationpolicy.org



Select Country

United Ara...

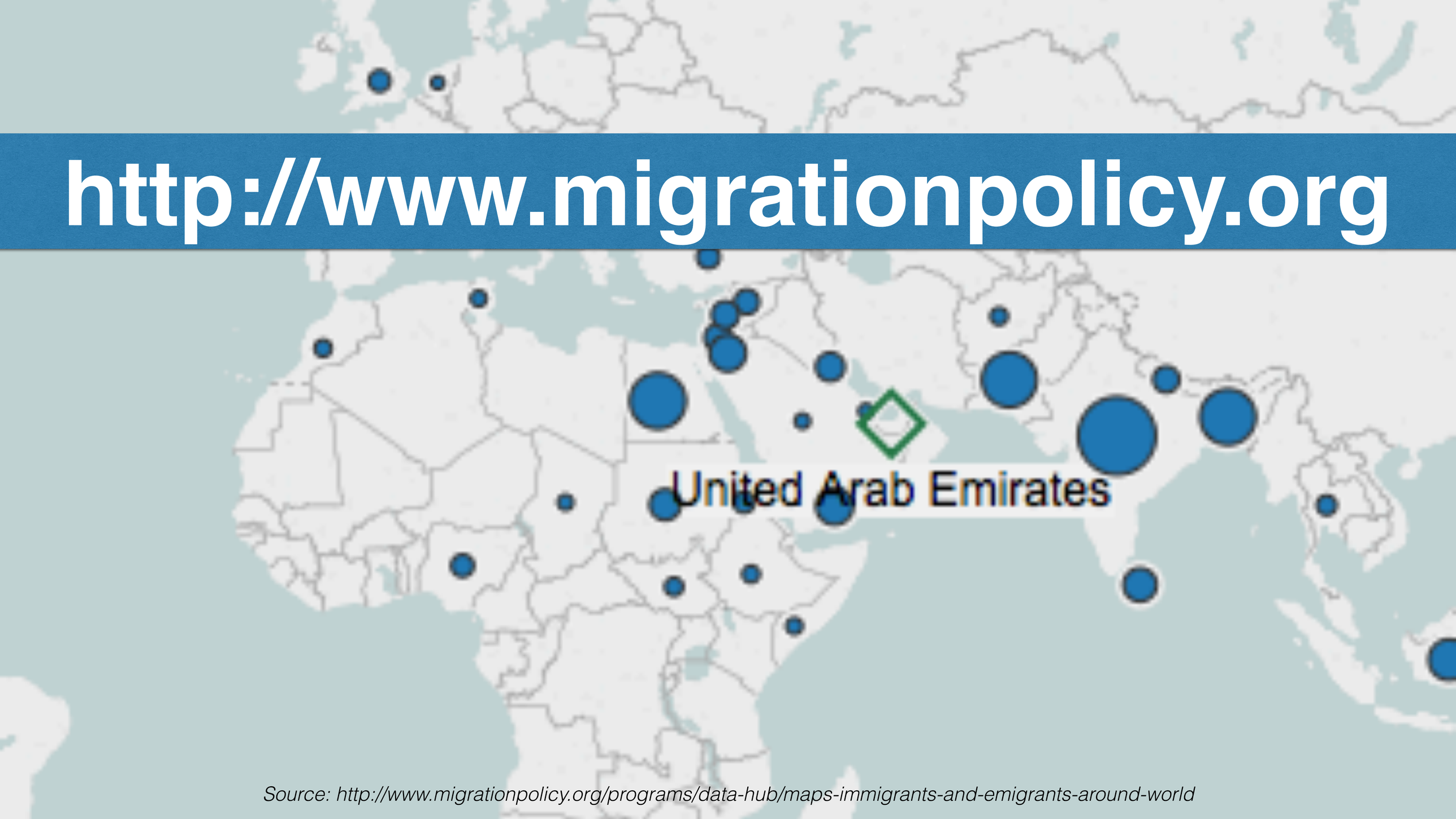
Select Population

- (•) Migrants in country (immigrants)
- ( ) Migrants originating from country (emigrants)

Migration Policy Institute (MPI) Data Hub
http://migrationpolicy.org/programs/data-hub

Source: http://www.migrationpolicy.org/programs/data-hub/maps-immigrants-and-emigrants-around-world

http://www.migrationpolicy.org



Source: http://www.migrationpolicy.org/programs/data-hub/maps-immigrants-and-emigrants-around-world

Outside the Dubai Mall, yellow-clad workers from South Asia build scaffolding, while native Emiratis walk by.

https://www.ispot.tv/browse

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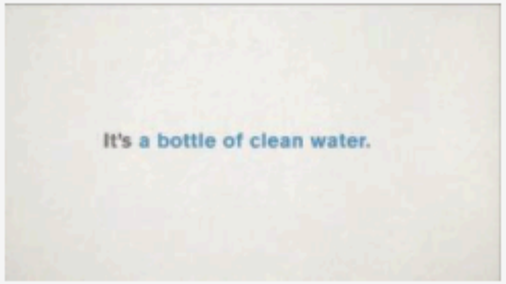
American Cancer Society TV Spot, 'Years: Attacking From Every



American Red Cross TV Spot, 'Hurricane Harvey'

American Red Cross TV Spot, 'UP TV: Hurricane Harvey'

NHFDay TV Spot, 'Take the Pledge to Enter to Win!' Feat. Richard

Optum TV Spot, 'Listen Up'

The V Foundation for Cancer Research TV Spot, 'ESPN: The

One America Appeal TV Spot, 'Hurricane Relief'

One America Appeal TV Spot, 'Our Friends In Texas'

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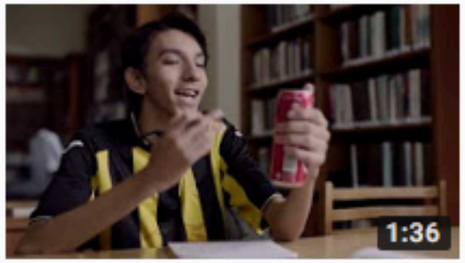
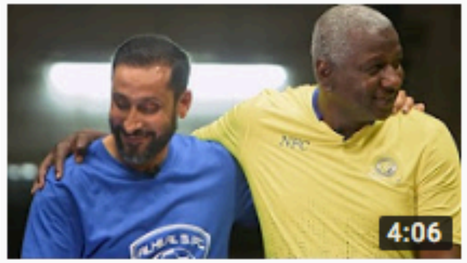


كوكاكولا – فكر مرة ثانية - #معاً_للأخضر

8.9M views • 6 months ago



ديربي الرياض - #احنا_حبايب - Riyadh Derby

6.1M views • 2 years ago

كوكاكولا: سمعنا انتعاشك

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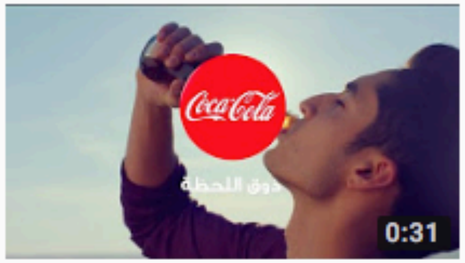

كوكاكولا | عبّر عن كل لحظة

3.6M views • 1 year ago

YouTube

Coca Cola UAE

HOME | VIDEOS | PLAYLISTS | CHANNELS | DISCUSSION | ABOUT

كوكاكولا: اليوم الوطني السعودي - #تنوعنا_يفرح

3.1M views • 2 years ago

A World of WE - عالمنا معاً

3M views • 1 year ago

Coca-Cola Ramadan | المظاهر تخدع غالباً, والأفعال تصدق دائماً

2.6M views • 2 years ago

CC

كوكاكولا | الراعي الرسمي للمنتخب السعودي

1.5M views • 10 months ago

كوكاكولا | #معاً للأخضر

1.1M views • 10 months ago

بكم نثق معكم نسير #أسود_الرافدين

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Coca-Cola Euro 2016 KSA | ! الكل رابح

912K views • 1 year ago

Coca-Cola Euro 2016 KSA | اربح رحلة الى كأس أمم أوروبا ٢٠١٦

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407K views • 6 months ago

كوكا كولا – اختار صيفك –العراق ٢٠١٧

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Campus Jobber
Published on Feb 4, 2017

Thousands of South Asian labourers arrive Dubai ... do it to support their family and to provide better educatio... with an average income of $6 per day, they have to pay up to $0.91/min to call home, making it

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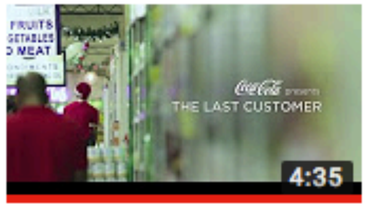

COCA-COLA: The Last Customer
Coca-Cola
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Phone Booth with Dwayne

Coca-Cola Happiness Machine at the University of Aberdeen,
DealsOnCampus
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Coca Cola Taking Home Happiness #WishUponACoke

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

- Don’t just say here is a great video about workers in Dubai.

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

- Don't just say here is a great video about workers in Dubai.
- What is the purpose of showing the video?

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

- Don't just say here is a great video about workers in Dubai.
- What is the purpose of showing the video?
- Students need to know what they are looking for or should be thinking about while watching the video.

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

- Don't just say here is a great video about workers in Dubai.
- What is the purpose of showing the video?
- Students need to know what they are looking for or should be thinking about while watching the video.
- Provide them with questions, or a list of terms, or a prompt to consider...

When you show a video clip in class...

Coca Cola - Hello Happiness Phone Booth

- Don't just say here is a great video about workers in Dubai.
- What is the purpose of showing the video?
- Students need to know what they are looking for or should be thinking about while watching the video.
- Provide them with questions, or a list of terms, or a prompt to consider...

Coca Cola - Hello Happiness Phone Booth Commercial

1. Describe the workers and their living conditions.
2. Give one reason (other than jobs) why the workers come to Dubai.
3. What did Coca Cola do for the laborers? Why did they do this?
4. How were the workers impacted by what Coca Cola did for them?

J 48911

J 48911

Pepsi has a greater market share in U.A.E. than Coca Cola.

Agenda

- About Me...
- What I tell new teachers to my school...
  - Professional Organizations to Consider
- How my teaching has changed since 1994
  - Online Resources
  - Mastery Learning Approach
- **Observations**
  - **Five Helpful Hints**
  - **Student-Centered Lessons**

TEAMTN

Tennessee Educator Acceleration Model

A Tennessee Department of Education Website

Top Five Tips with Examples

Over 80% of TN Schools use the TEAM model.

Others districts would use TEM, TIGER, and COACH.

Top Five Tips

Top Five Tips

1.

Study the rubric and plan lessons that incorporate ideas from the rubrics.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	**Standards and Objectives** major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	**Motivating Students** experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	**Presenting Instructional Content** • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	• examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end.	**Lesson Pacing and Structure**	

General Educator Rubric: Instruction

	• The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials	Activities and materials include all of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex.	**Activities and Materials** ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • Texts and tasks are appropriately complex.	○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student to student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high-quality, providing a balanced mix of question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g.,	**Questioning** ○ creation and evaluation. • Questions usually require students to cite evidence • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or	○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided.

General Educator Rubric: Instruction

	whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding • When text is involved, majority of questions are text based	group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • When text is involved, majority of questions are text based	• The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	**Academic Feedback** • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	**Grouping Students** learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.

General Educator Rubric: Instruction

Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking	The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints.	students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.

Teacher Content Knowledge

Teacher Knowledge of Students

Thinking

General Educator Rubric: Instruction

Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking	The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to insure that they	○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints.	students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.

Teacher Content Knowledge

Teacher Knowledge of Students

Thinking

Need more info on these types of Thinking…

http://team-tn.org/training/training-materials/

TN Department of Education | TEAM Tennessee Educator Acceleration Model

search here ... Go

Home | Evaluation | Portfolios | Professional Learning | Data | Training | Resources | IPI | TEAM Update | Contact

Training Materials

Click the links below to download materials for 2017-18 TEAM training. These materials are available for use with online recertifications; a note about updates for 2017-18 is available here: TEAM Training Updates 2017-18 (PDF). 2016-17 Early Learning Model training documents are also available below.

Teacher Evaluator Training and Online Recertification Materials

- 2017-18 TEAM Teacher Evaluator Handbook (PDF)
- 2017-18 TEAM Teacher Initial Training Presentation (PDF) (NIET videos and related slides are only available during in-person training)
- 2017-18 TEAM Teacher Recertification Presentation (PDF)
- Guidance (zip file)
- Standards (zip file)

Thinking

Thinking is something that can and should apply to every observation of a teacher.

Exemplary Descriptors for Thinking

The teacher thoroughly teaches two or more types of thinking:

1. Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
2. Practical thinking, where students use, apply, and implement what they learn in real-world scenarios;
3. Creative thinking, where students create, design, imagine, and suppose; and
4. Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.

The teacher provides opportunities where students:

5. Generate ideas and alternatives;
6. Analyze problems from multiple perspectives and viewpoints; and
7. Monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.

Descriptors 1 through 4 discuss the four types of thinking that teachers are expected to implement regularly and consistently. These thinking types were compiled based on twenty years of research by the most prominent psychologists in America.

Descriptor 1: Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information

Most teachers focus only on analytical thinking in their classrooms. This type of thinking demands that students analyze, evaluate, and explain phenomena. Analyzing, evaluating, and explaining information is a skill that applies to all disciplines and is critical for an informed and educated society.

EXAMPLE 1: ANALYTICAL THINKING

In language arts a class is reading *Charlotte's Web*. Through a Venn Diagram, the class compares and contrasts Wilbur's personality traits with those of Charlotte. Next, the teacher asks the students to analyze the text and find specific words that provide evidence of the character traits the student listed. For the final part of this assignment, the teacher asks students to explain why Charlotte chose to help Wilbur and what each child would do if he or she were Charlotte.

EXAMPLE 2: ANALYTICAL THINKING

Students are studying a specific artist's work. They are asked to observe a painting and identify one thing in the painting or element of the painting that could be removed that would not alter the artist's intent. Students may also be asked to explain what the painting reveals about the artist's attitude towards life, war, nature, etc.

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Descriptor 2: Practical thinking, where students use, apply, and implement what they learn in real-world scenarios

Many students often do not see the connections between what they learn in school and how they can use this knowledge in the real world. Teachers who integrate practical thinking into their teaching design learning activities where students are forced to use and apply concepts and ideas that they learn. In this way, this descriptor connects to the descriptor, "the teacher consistently organizes the content so that it is personally meaningful and relevant to students," under *Motivating Students*.

EXAMPLE 1: PRACTICAL THINKING

A class is working on measurement. Often teachers have students measure various objects in the room. While this has students apply the concept of measurement, the utility and relevance of how measurement works in the real world is not clear. Instead, the teacher informs students that they will be building tree and plant boxes throughout the school. These planters will be various shapes and sizes and will require students to not only measure and cut different pieces of wood to build them, but also to estimate the sizes of the correct plants and bushes to put in them.

EXAMPLE 2: PRACTICAL THINKING

A group of students is fed up with the cafeteria food and they have decided to do something about it. First, they research what the necessary requirements are for a healthy lunch. Next, they design a menu for two weeks. Finally, they create the shopping list and pricing list to ensure that the lunches they are requesting are affordable. After working through each of these issues, the students present their menu, shopping list, and pricing list to the school board. Their proposal is negotiated and some items on the menu change.

Descriptor 3: Creative thinking, where students create, design, imagine, and suppose

Children have wonderful imaginations and love to create, design, and invent. In school, however, they are often told to follow strict rules, adhere to criteria, and provide the one correct answer, not necessarily the most creative one. By teaching students to create, design, and imagine, teachers prepare students for the flexible and creative thinking they will need to exercise later in life.

EXAMPLES: CREATE AND DESIGN

- Design a food chain with imaginary animals. Provide a rationale for where each animal fits.
- Create a survey to determine the favorite food of students in your school.
- Design a new playground for the school and make sure your drawing is to scale.
- Rewrite the *Bill of Rights*.
- Create a classroom constitution.
- Create a three-dimensional map of your state.
- Suppose George Washington was never born. Write about what America might be like today without him.
- Create a song or develop new words for an existing melody.
- Create a football or basketball play during a physical education class.

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General Educator Rubric: Instruction

Problem-Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	**Problem Solving** • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	• Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

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TO OPEN
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Prairie Farms®
Vitamin A&D
Chocolate Fat Free Milk
Chocolate
Fat Free MILK
Vitamin A&D
Half Pint (236mL)

Finding my code

You don't need to be a code breaker.

Locating your code is easy when you know what you're looking for. Here are a few tips:

1 Near the top

Codes are usually printed near the top of the container or on lids. Sometimes they're printed right on the label.

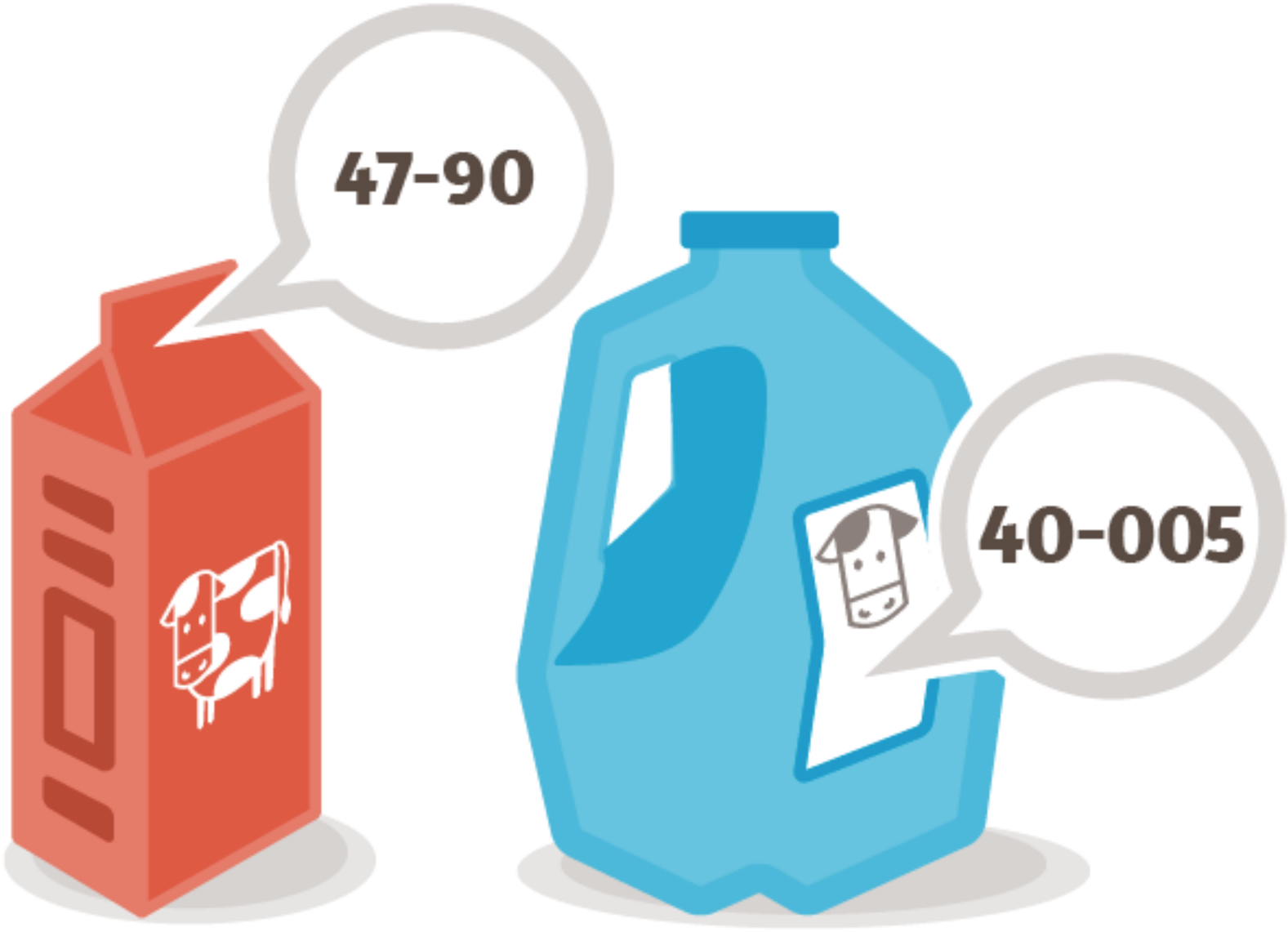
2 Begins with two numbers

3 Ends with 1 to 5 digits

4 Colons?

5 Still can't see it

6 Examples



START

Dairy Code

find it

Local dairies

Find local dairies near..

search »

Showing dairies near our best guess of where you are:

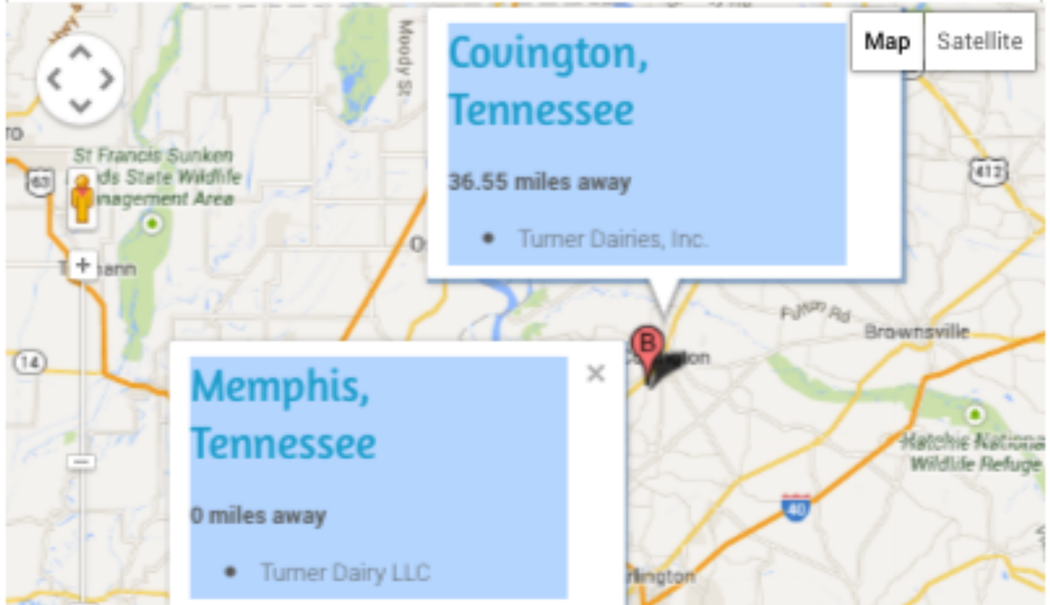
Memphis, Tennessee

Memphis, Tennessee (1)

Turner Dairy LLC

Dairy: 47-125 *0 miles away*

- Covington, Tennessee (1)
- Osborn, Missouri (2)
- Fulton, Kentucky (1)
- Quitman, Arkansas (1)
- Little Rock, Arkansas (1)
- Starkville, Mississippi (1)



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Top Five Tips

Top Five Tips

2

Have an objective and teach it…prove that students learned it.

Key Question (Objective) for Today

TEAM
Standards & Objectives
Activities & Materials
Questioning

Key Question (Objective) for Today

What are the major religions of the United States, and why are they concentrated in specific regions in the United States?

TEAM
Standards & Objectives
Activities & Materials
Questioning

Key Question (Objective) for Today

What are the major religions of the United States, and why are they concentrated in specific regions in the United States?

- **Short Video on USA Religion Diversity**

TEAM
Standards & Objectives
Activities & Materials
Questioning

Key Question (Objective) for Today

What are the major religions of the United States, and why are they concentrated in specific regions in the United States?

- **Short Video on USA Religion Diversity**
- **Small Group Activity on World Religions by Total Numbers**

TEAM
Standards & Objectives
Activities & Materials
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Key Question (Objective) for Today

What are the major religions of the United States, and why are they concentrated in specific regions in the United States?

- **Short Video on USA Religion Diversity**
- **Small Group Activity on World Religions by Total Numbers**
- **Homework: Read and Outline Section 2 from Chapter 5**

TEAM
Standards & Objectives
Activities & Materials
Questioning

Top Five Tips

Top Five Tips

3

Ask a lot of questions, and ask lots of follow-up questions.

There are over 100 Bulleted Items on the Instruction, Planning, and Environment Rubrics…

There are over 100 Bulleted Items on the Instruction, Planning, and Environment Rubrics…

Many of the bullets are intertwined with one another… one activity can apply to multiple items on the rubrics.

Which US state’s population would have the smallest percentage of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

Which US state's population would have the smallest percentage of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

Ask questions as to why the other four choices cannot be correct.

ulation would have
age of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

Ask questions as to why the other four choices cannot be correct.

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A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

What country does it border?

Ask questions as to why the other four choices cannot be correct.

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age of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

What country does it border?

What country is closest?

Ask questions as to why the other four choices cannot be correct.

ulation would have
age of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

What country does it border?

What country is closest?

Celtics? Green? Immigrants?

Ask questions as to why the other four choices cannot be correct.

ulation would have
age of Catholics?

A) Arizona

B) Florida

C) Tennessee

D) Massachusetts

E) Louisiana

What country does it border?

What country is closest?

Celtics? Green? Immigrants?

Cajuns? Language?

Ask questions as to why the other four choices cannot be correct.

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Evidence for TEAM in:
Motivating Students
Presenting Instruction Content
Lesson Pacing and Structure
Questioning
Academic Feedback
Teacher Content Knowledge
Teacher Knowledge of Students
Thinking
Problem Solving

What country does it border?

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Key Question (Objective) for Today

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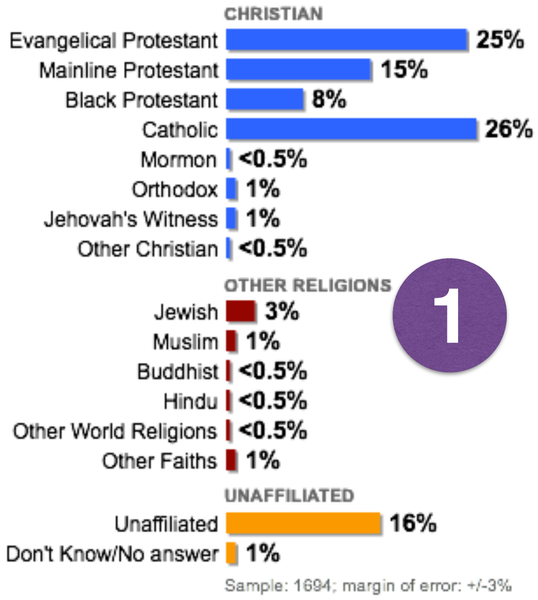
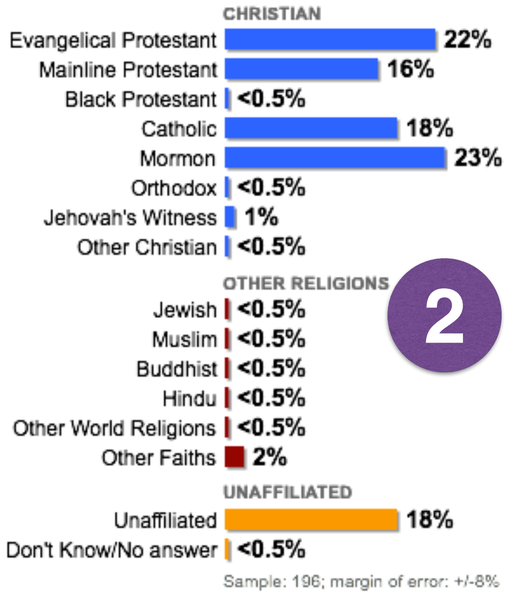
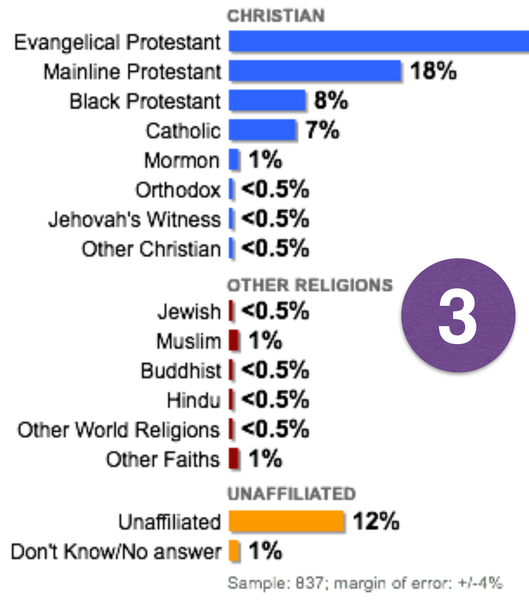
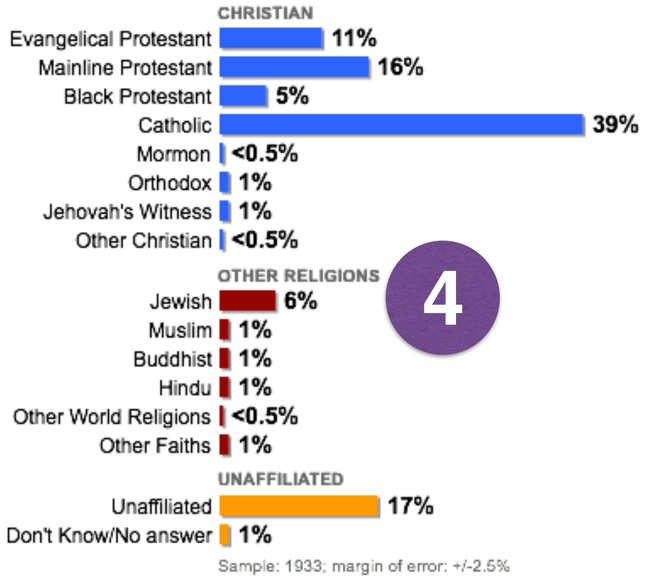
TEAM
Standards & Objectives
Activities & Materials
Questioning

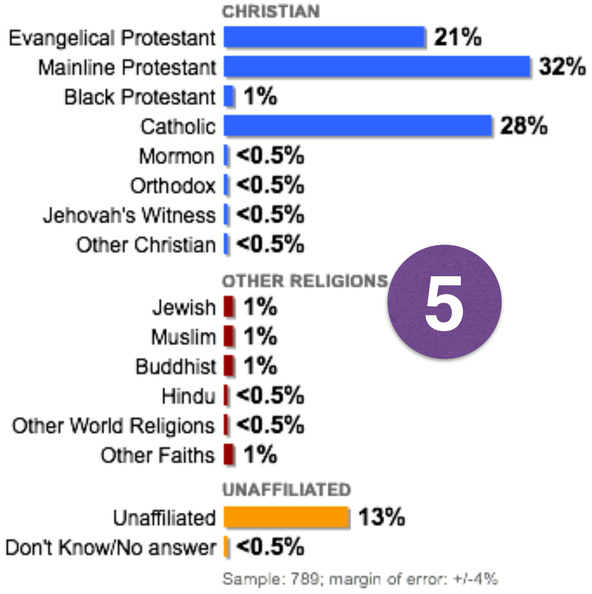
Identify the US State from its Religious Make-Up...

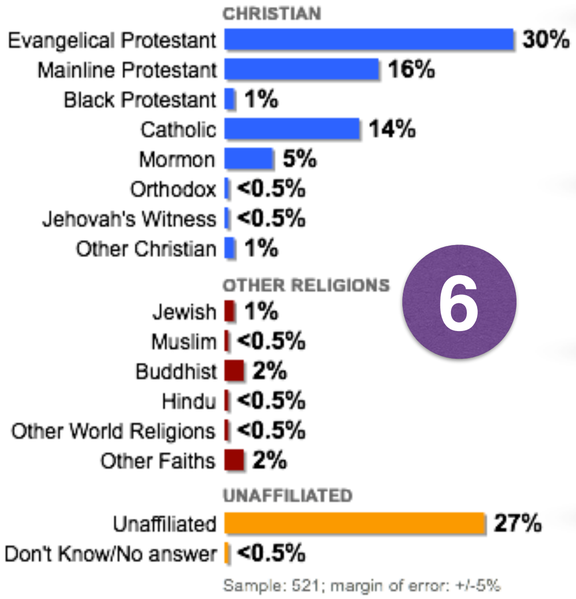












List of States

- Idaho
- Florida
- Minnesota
- New York
- Oregon
- Tennessee

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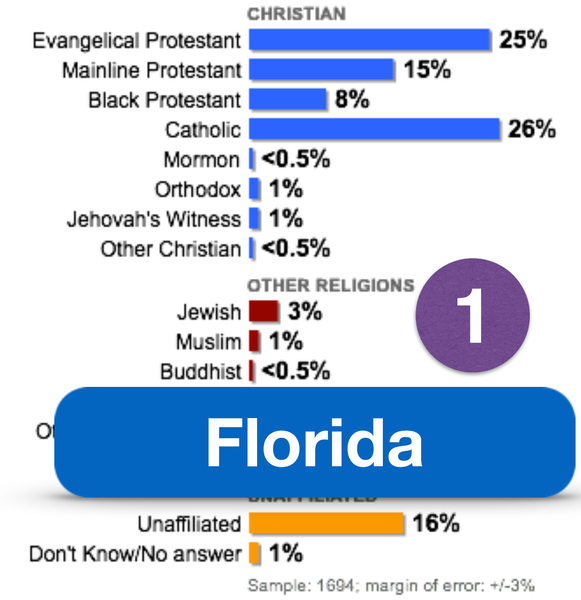

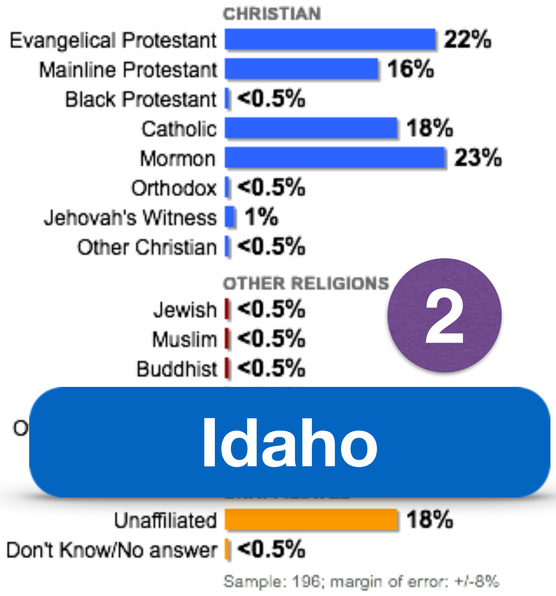

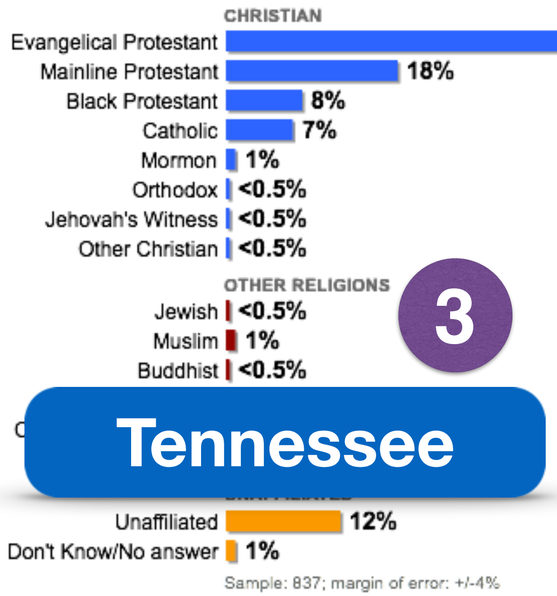

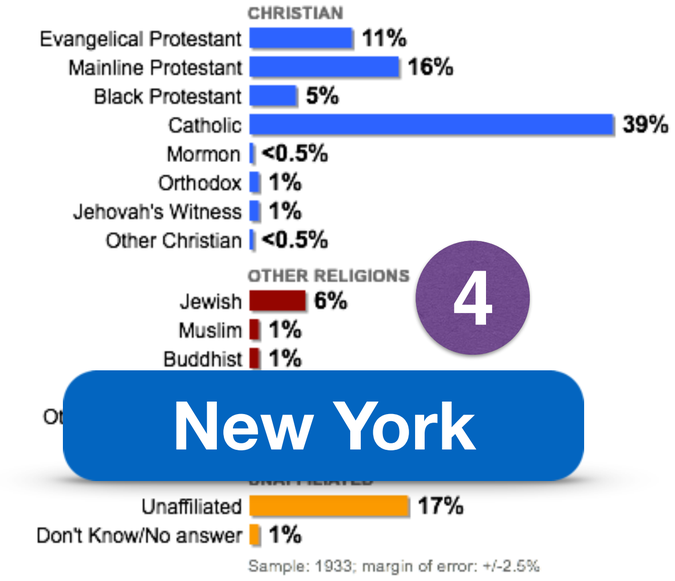

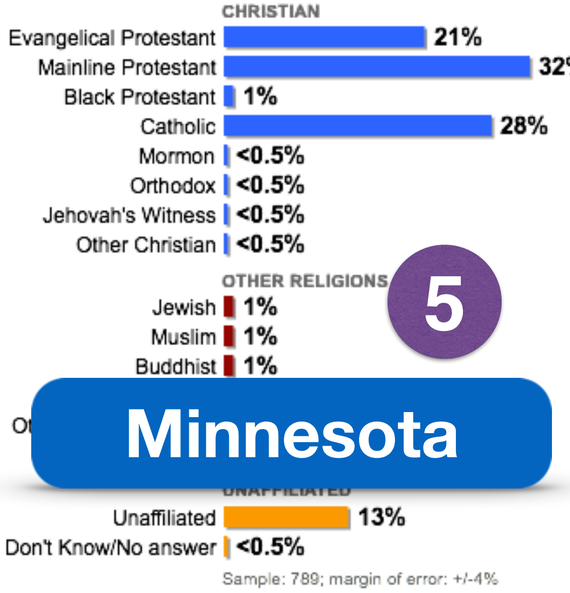

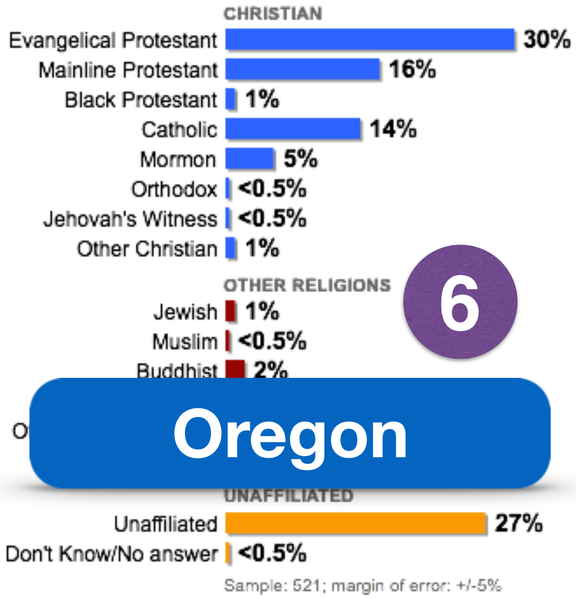

List of States

World Religions

In Alphabetical Order

- Buddhist
- Christians
- Hindus
- Jews
- Muslims
- Other Religions

What is the projected order in 2050 by total Muslim population?

World Religion Population in 2012

1	2.2 Billion	
2	1.6 Billion	
3	1.1 Billion	Unaffiliated
4	1 Billion	
5	488 Million	
6	405 Million	Folk Religionists
7	58 Million	
8	14 Million	

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In Alphabetical Order

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Jews

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World Religions

In Alphabetical Order

Jews

Other Religions

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World Religions

In Alphabetical Order

Jews

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World Religions

In Alphabetical Order

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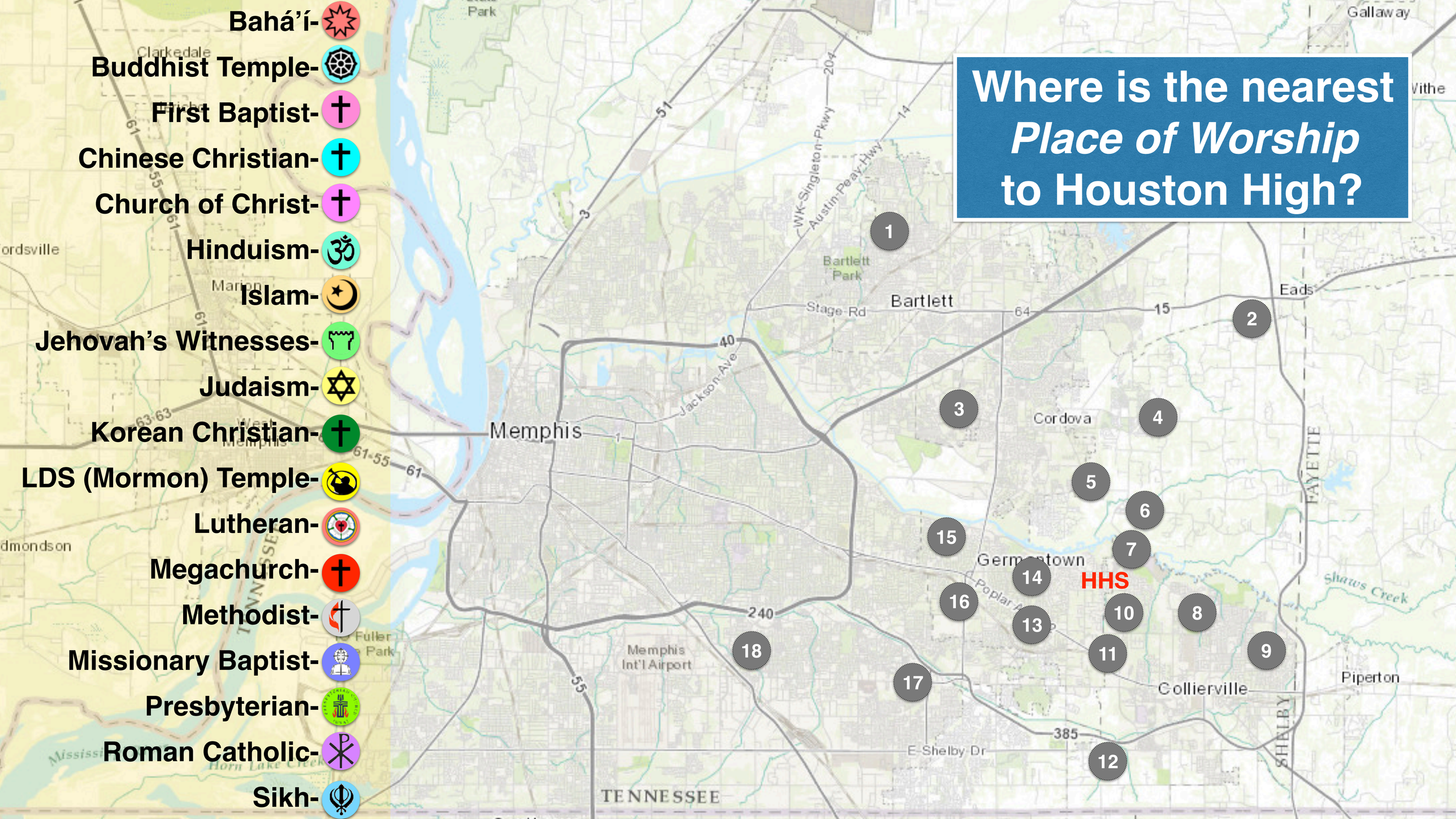
6	405 Million	Folk Religionists
7	58 Million	Other Religions
8	14 Million	Jews

Where is the nearest *Place of Worship* to Houston High?

Bahá'í-
Buddhist Temple-
First Baptist-
Chinese Christian-
Church of Christ-
Hinduism-
Islam-
Jehovah's Witnesses-
Judaism-
Korean Christian-
LDS (Mormon) Temple-
Lutheran-
Megachurch-
Methodist-
Missionary Baptist-
Presbyterian-
Roman Catholic-
Sikh-



Where is the nearest *Place of Worship* to Houston High?

Bahá'í-17

Buddhist Temple-18

First Baptist-11

Chinese Christian-5

Church of Christ-8

Hinduism-2

Islam-4

Jehovah's Witnesses-9

Judaism-15

Korean Christian-12

LDS (Mormon) Temple-1

Lutheran-7

Megachurch-6

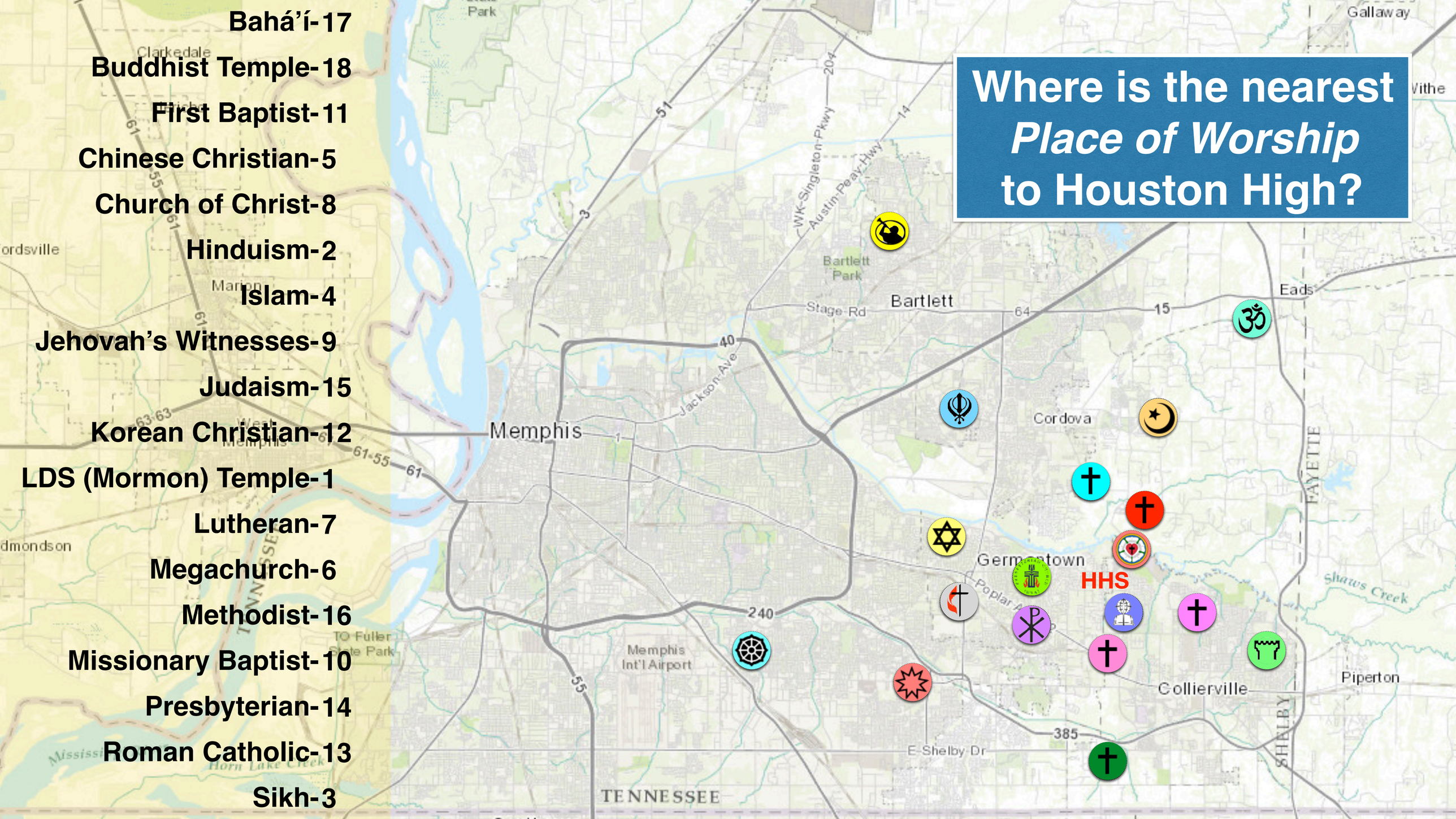
Methodist-16

Missionary Baptist-10

Presbyterian-14

Roman Catholic-13

Sikh-3



Top Five Tips

Top Five Tips

4

Limit the time you lecture.

Have the students tell you more than you tell them.

Teacher-Centered Lectures

vs.

Student-Centered Lessons

Genocide Watch

The International Alliance to End Genocide

The Ten Stages of Genocide by Dr. Gregory Stanton

The Ten Stages of Genocide

By Gregory H. Stanton, President, Genocide Watch

Classification Symbolization Discrimination Dehumanization Organization

Polarization Preparation Persecution Extermination Denial

Genocide is a process that develops in ten stages that are predictable but not inexorable. At each stage, preventive measures can stop it. The process is not linear. Stages may occur simultaneously. Logically, later stages must be preceded by earlier stages.

1. CLASSIFICATION: All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide. The main preventive measure at this early stage is to develop universalistic institutions that transcend ethnic or racial divisions, that actively promote tolerance and understanding, and that promote classifications that transcend the divisions. The Catholic church could have played this role in Rwanda, had it not been riven by the same ethnic cleavages as Rwandan society. Promotion of a common language in countries like Tanzania has also promoted transcendent national identity. This search for common ground is vital to early prevention of genocide.

2. SYMBOLIZATION: We give names or other symbols to the classifications. We name people “Jews” or “Gypsies”, or distinguish them by colors or dress; and apply the symbols to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to dehumanization. When combined with hatred, symbols may be forced upon unwilling members of pariah groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia. To combat symbolization, hate symbols can be legally forbidden (swastikas) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed, as well. The problem is that legal limitations will fail if unsupported by popular cultural enforcement. Though Hutu and Tutsi were forbidden words in Burundi until the 1980’s, code words replaced them. If widely supported, however, denial of symbolization can be powerful, as it was in Bulgaria, where the government refused to supply enough yellow badges and at least eighty percent of Jews did not wear them, depriving the yellow star of its significance as a Nazi symbol for Jews.

3. DISCRIMINATION: A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights or even citizenship. Examples include the Nuremberg Laws of 1935 in Nazi Germany, which stripped Jews of their German citizenship, and prohibited their employment by the government and by universities. Denial of citizenship to the Rohingya Muslim minority in Burma is another example. Prevention against discrimination means full political empowerment and citizenship rights for all groups in a society. Discrimination on the basis of nationality, ethnicity, race or religion should be outlawed. Individuals should have the right to sue the state, corporations, and other individuals if their rights are violated.

4. DEHUMANIZATION: One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print and on hate radios is used to vilify the victim group. In combating this dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than democracies. Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen. Hate radio stations should be shut down, and hate propaganda banned. Hate crimes and atrocities should be promptly punished.

5. ORGANIZATION: Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility (the Janjaweed in Darfur.) Sometimes organization is informal (Hindu mobs led by local RSS militants) or decentralized (terrorist groups.) Special army units or militias are often trained and armed. Plans are made for genocidal killings. To combat this stage, membership in these militias should be outlawed. Their leaders should be denied visas for foreign travel. The U.N. should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations, as was done in post-genocide Rwanda.

6. POLARIZATION: Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction. Extremist terrorism targets moderates, intimidating and silencing the center. Moderates from the perpetrators’ own group are most able to stop genocide, so are the first to be arrested and killed. Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists may be seized, and visas for international travel denied to them. Coups d’état by extremists should be opposed by international sanctions.

7. PREPARATION: National or perpetrator group leaders plan the “Final Solution” to the Jewish, Armenian, Tutsi or other targeted group “question.” They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that “if we don’t kill them, they will kill us.” Prevention of preparation may include arms embargos and commissions to enforce them. It should include prosecution of incitement and conspiracy to commit genocide, both crimes under Article 3 of the Genocide Convention.

8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettoes, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.

9. EXTERMINATION begins, and quickly becomes the mass killing legally called “genocide.” It is “extermination” to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing. Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide (as in Burundi). At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection. (An unsafe “safe” area is worse than none at all.) The U.N. Standing High Readiness Brigade, EU Rapid Response Force, or regional forces -- should be authorized to act by the U.N. Security Council if the genocide is small. For larger interventions, a multilateral force authorized by the U.N. should intervene. If the U.N. is paralyzed, regional alliances must act. It is time to recognize that the international responsibility to protect transcends the narrow interests of individual nation states. If strong nations will not provide troops to intervene directly, they should provide the airlift, equipment, and financial means necessary for regional states to intervene.

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TEAM: CORE FOUR

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Academic Feedback
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The TEN Stages of Genocide

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Dehumanization	
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6. POLARIZATION: Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction. Extremist terrorism targets moderates, intimidating and silencing the center. Moderates from the perpetrators’ own group are most able to stop genocide, so are the first to be arrested and killed. Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists may be seized, and visas for international travel denied to them. Coups d’état by extremists should be opposed by international sanctions.

7. PREPARATION: National or perpetrator group leaders plan the “Final Solution” to the Jewish, Armenian, Tutsi or other targeted group “question.” They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that “if we don’t kill them, they will kill us.” Prevention of preparation may include arms embargos and commissions to enforce them. It should include prosecution of incitement and conspiracy to commit genocide, both crimes under Article 3 of the Genocide Convention.

8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettoes, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.

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1. 3 minutes to write out their own order of the stages.
2. 5 minutes to write out the order of the stages for their group.
3. 5 minutes to discuss the correct order.
4. 15 minutes to read and write.
5. 5 minutes to discuss in groups.
6. 10 minutes full class discussion.

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Real or Fake

Paraisopolis Favela

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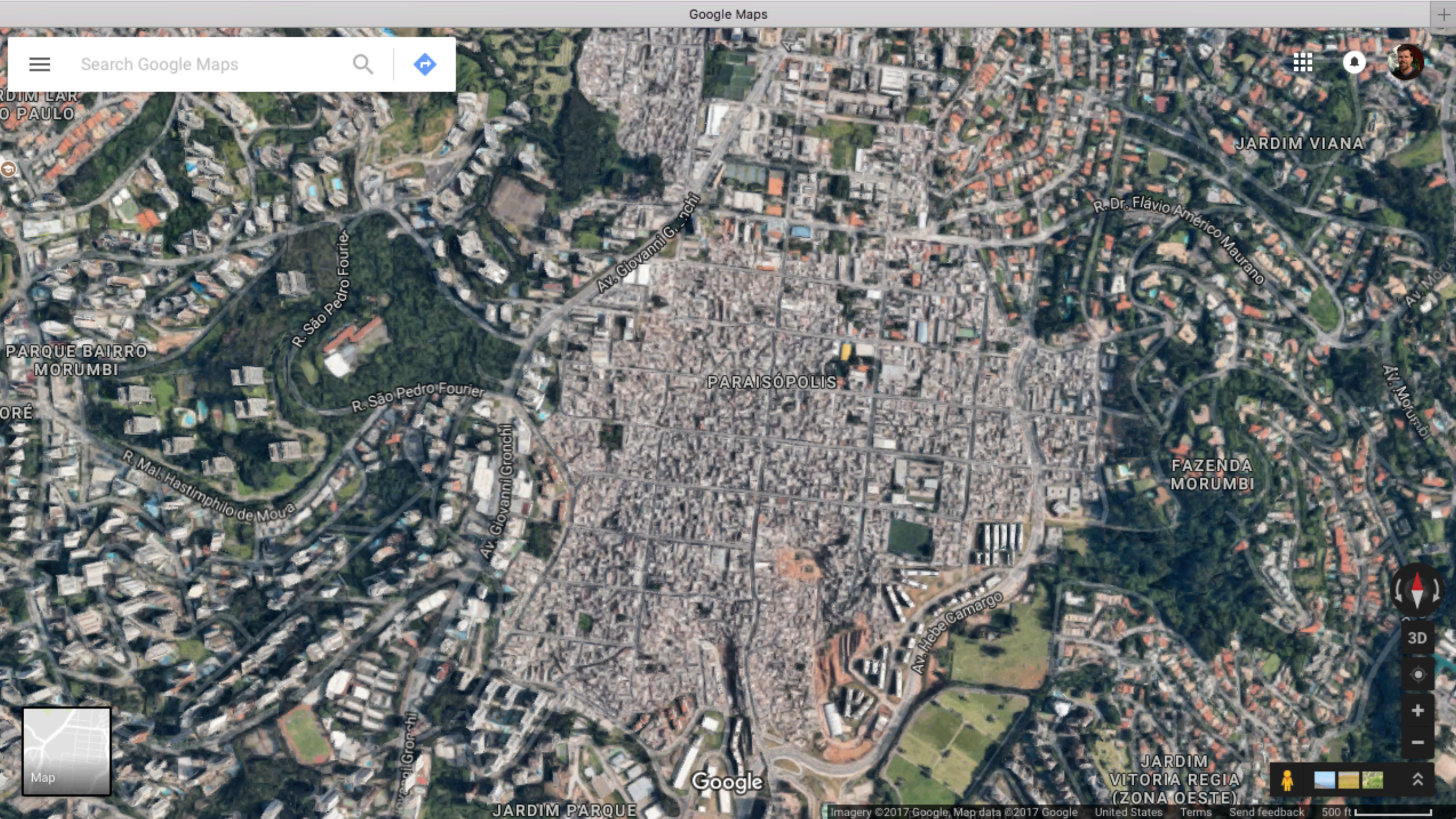
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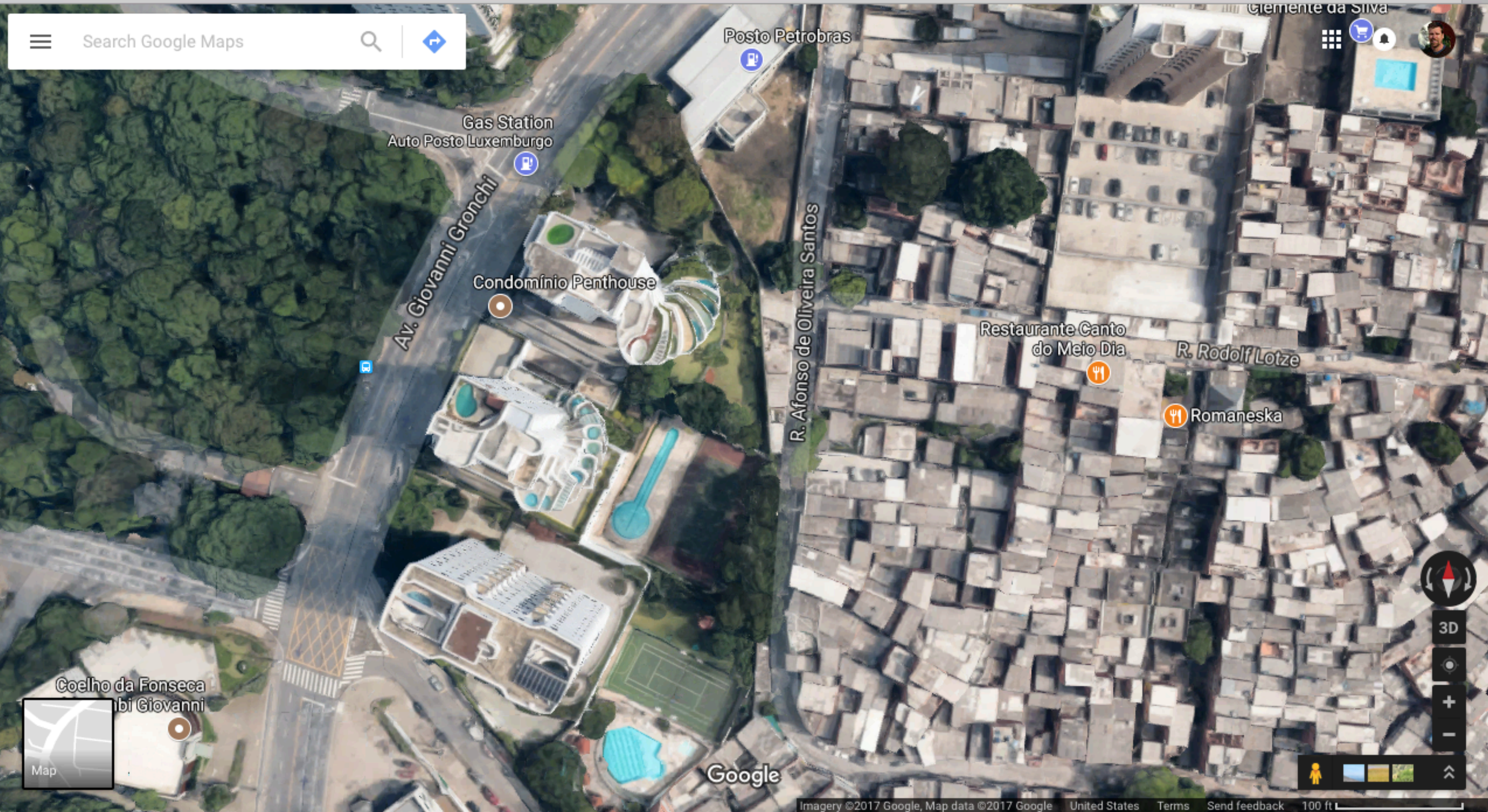
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do Meio Dia
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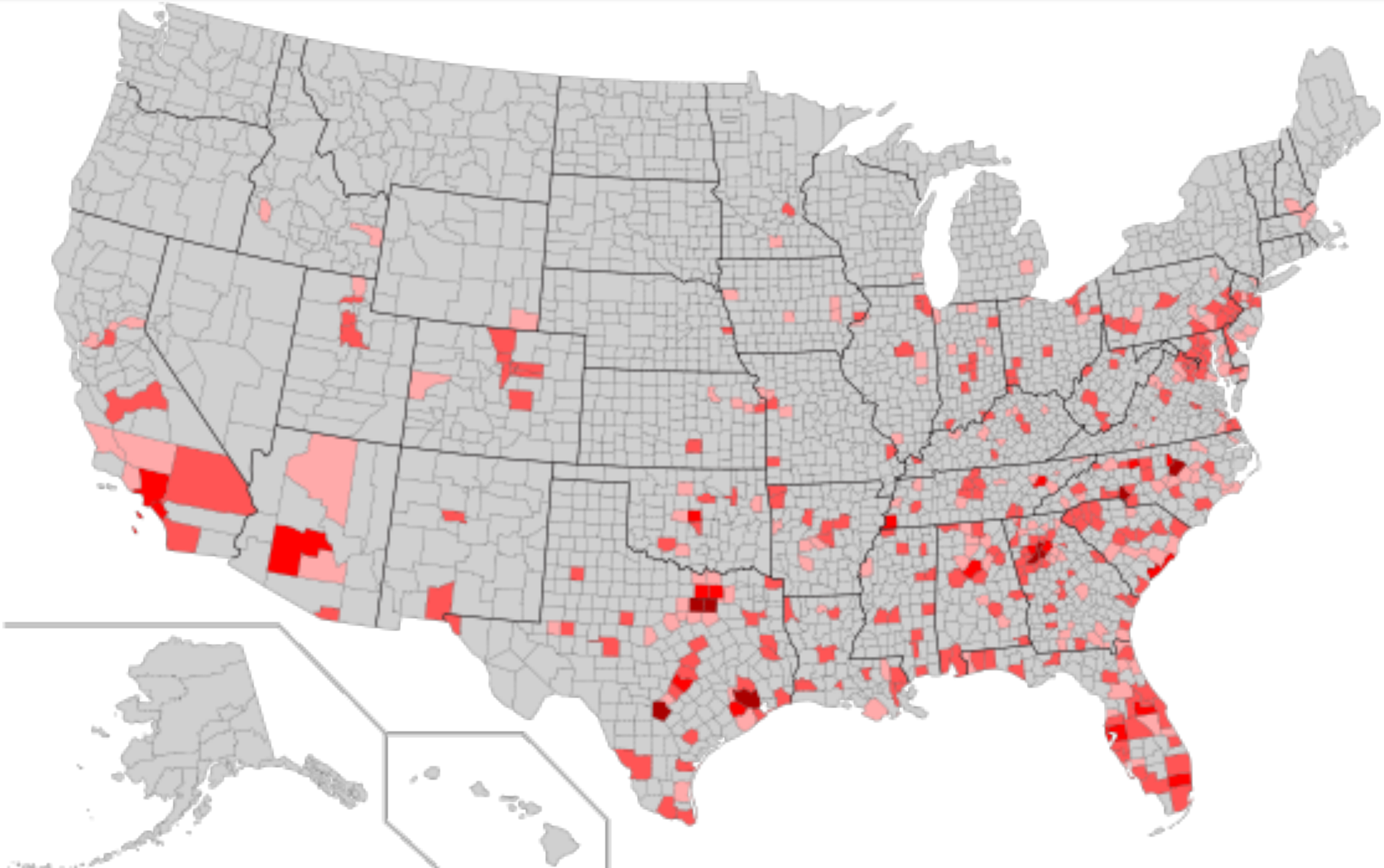
WHAT IS BEING MAPPED?



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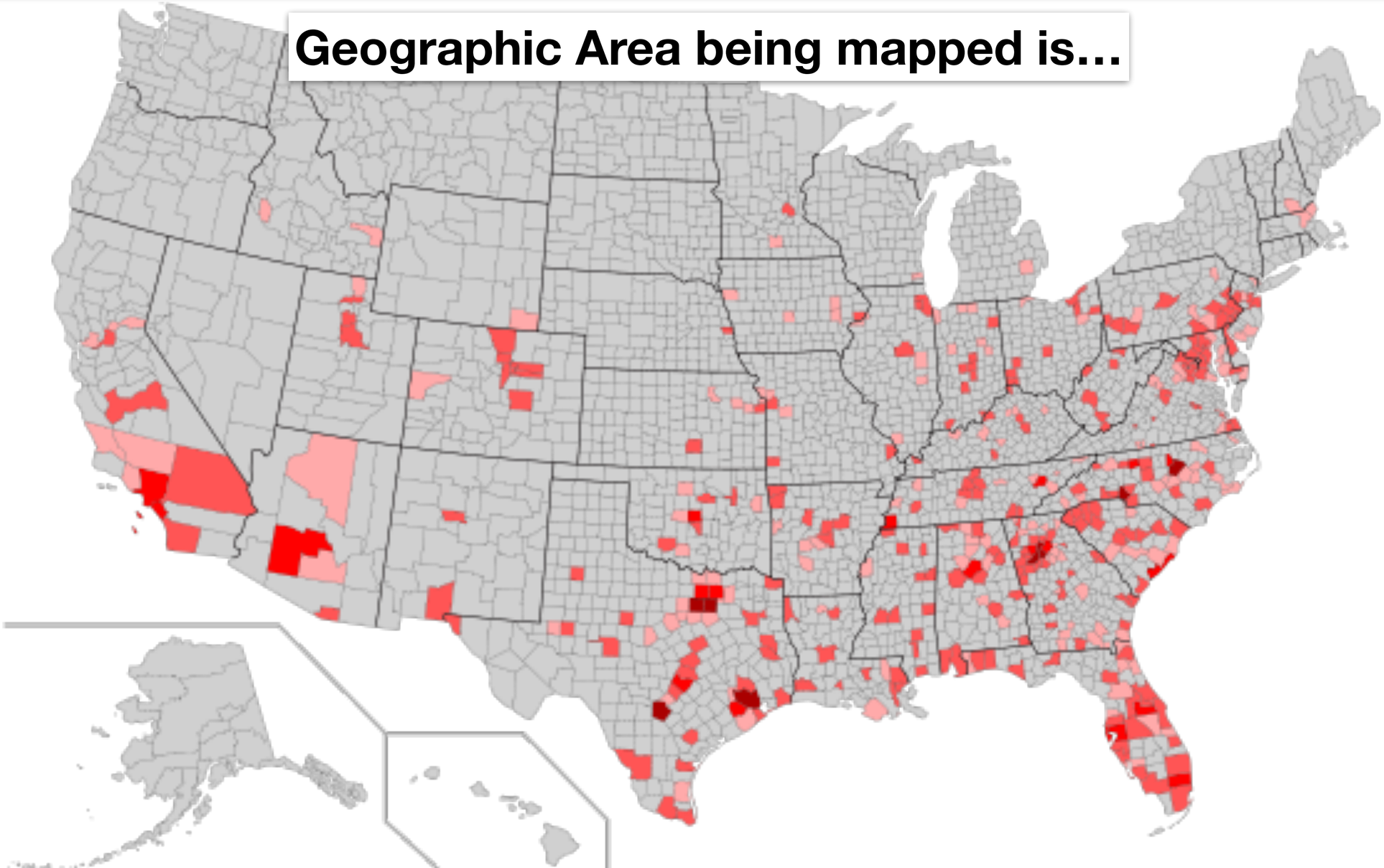
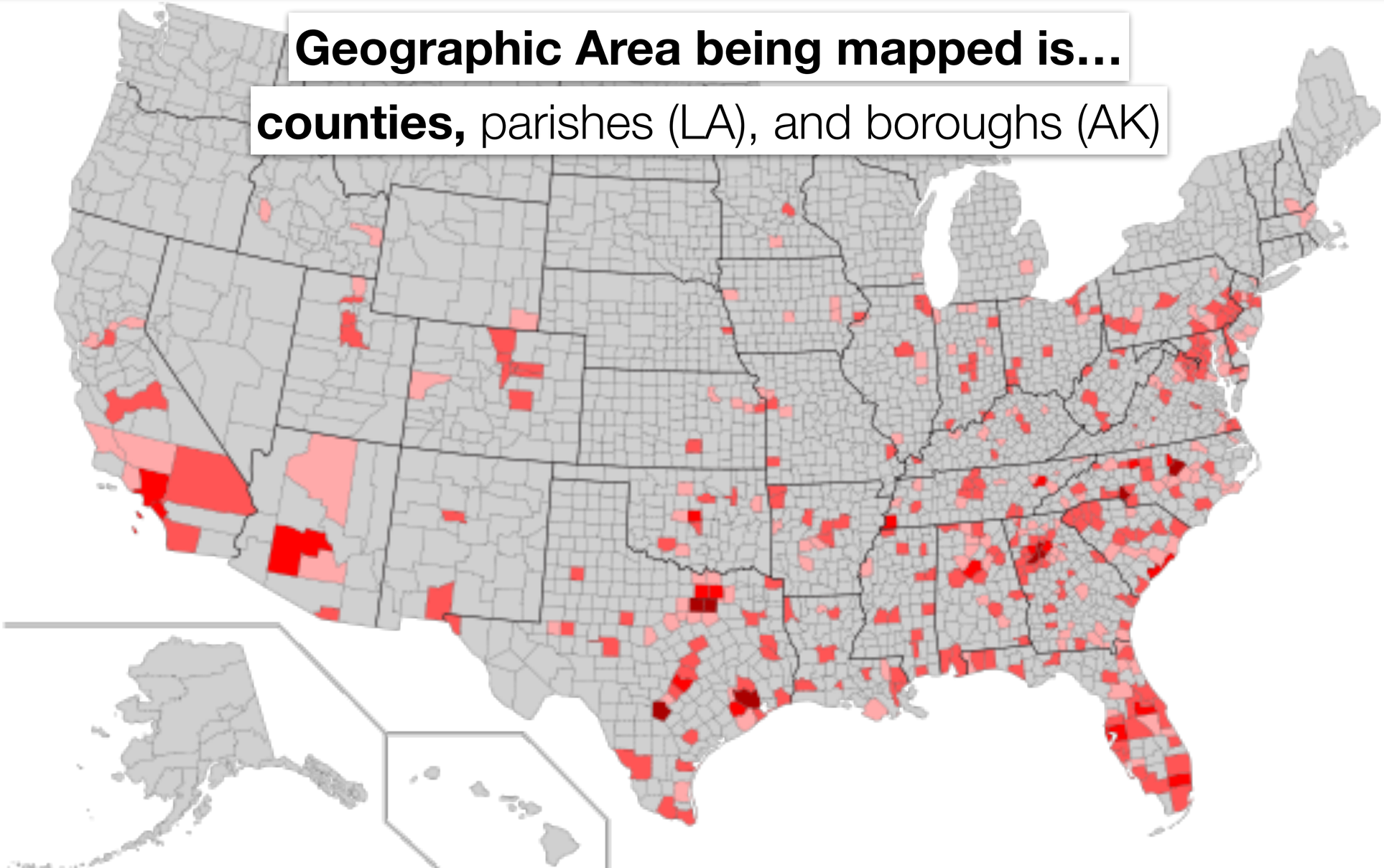


WHAT IS BEING MAPPED?

Geographic Area being mapped is…

counties, parishes (LA), and boroughs (AK)



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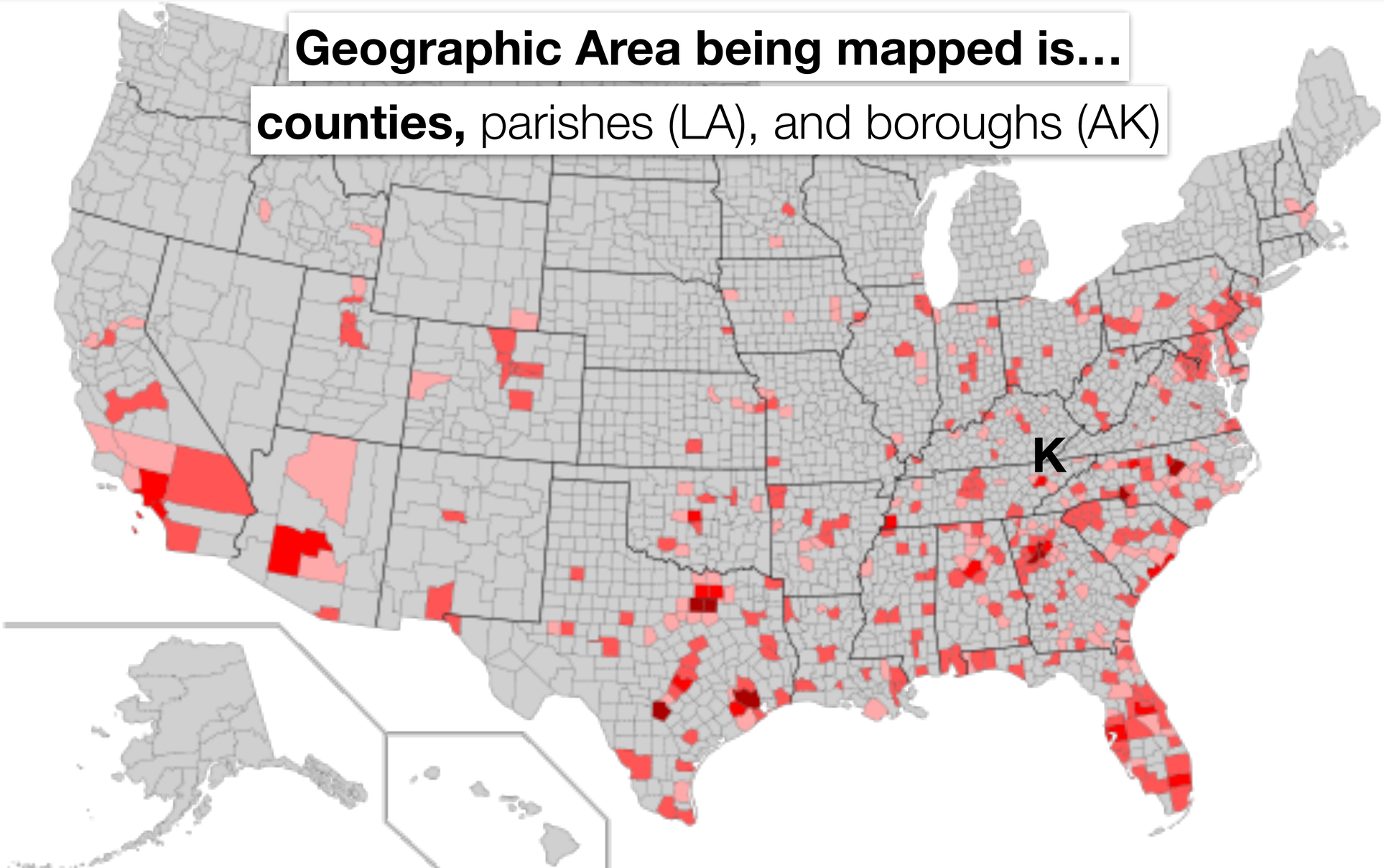

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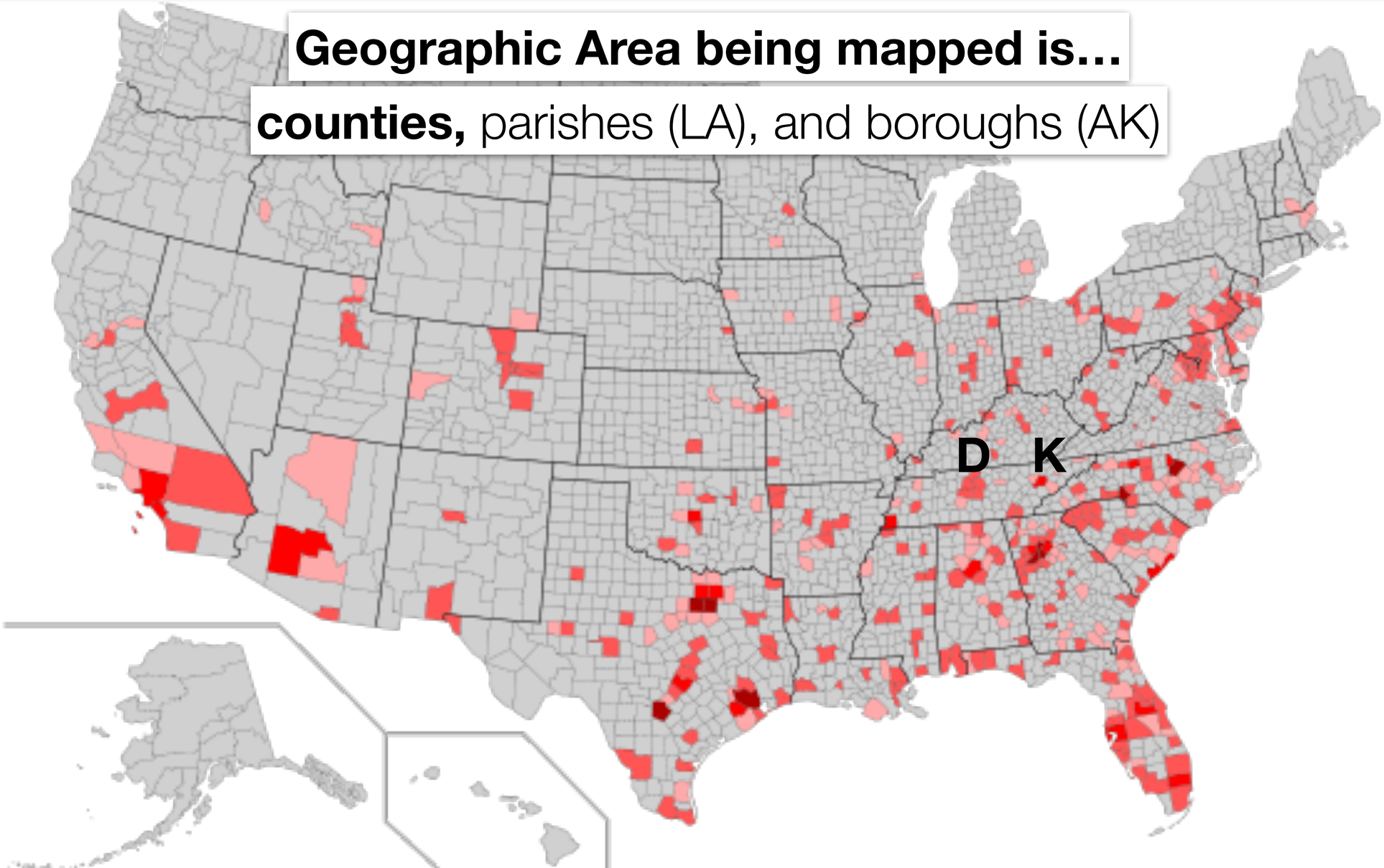

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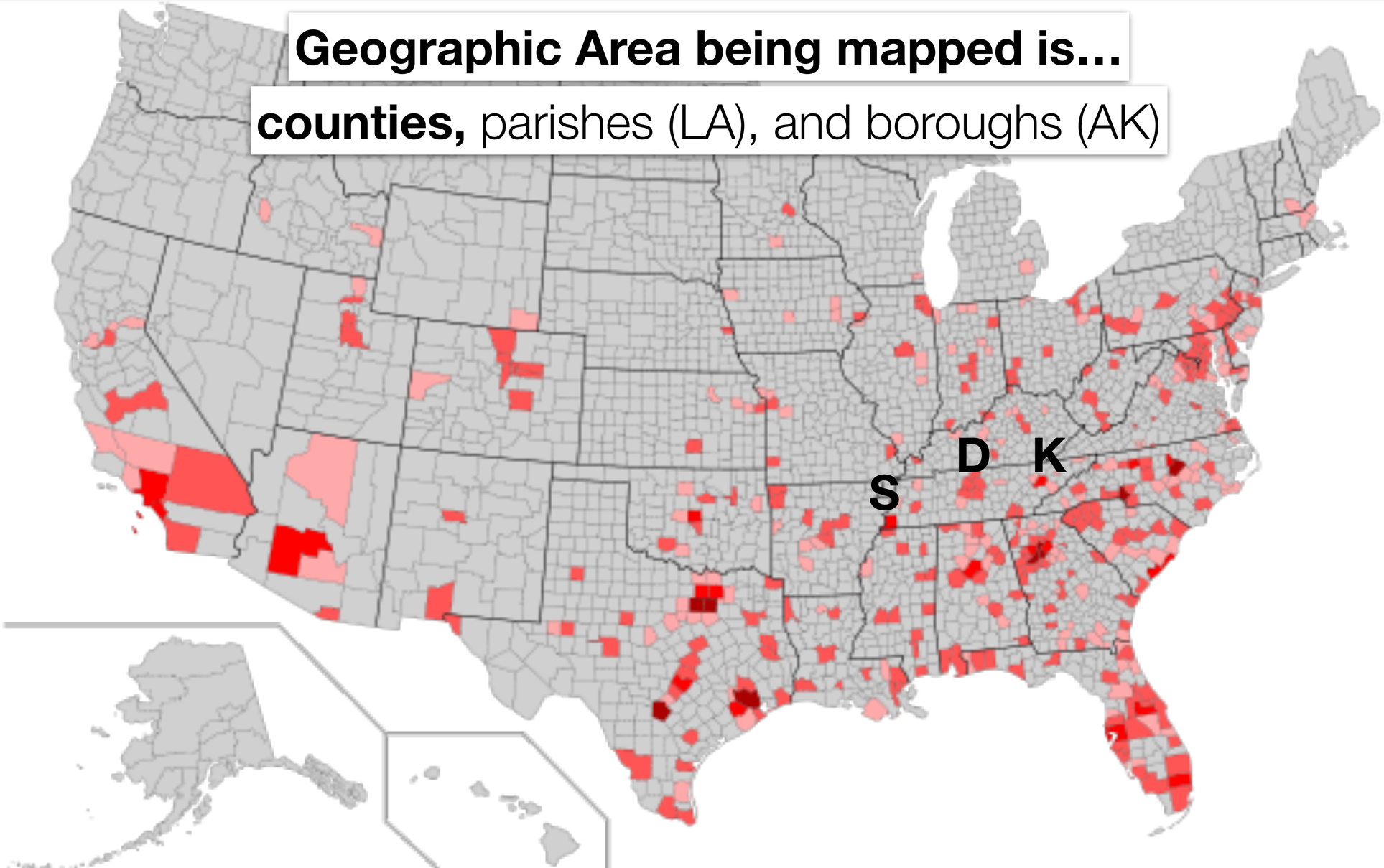

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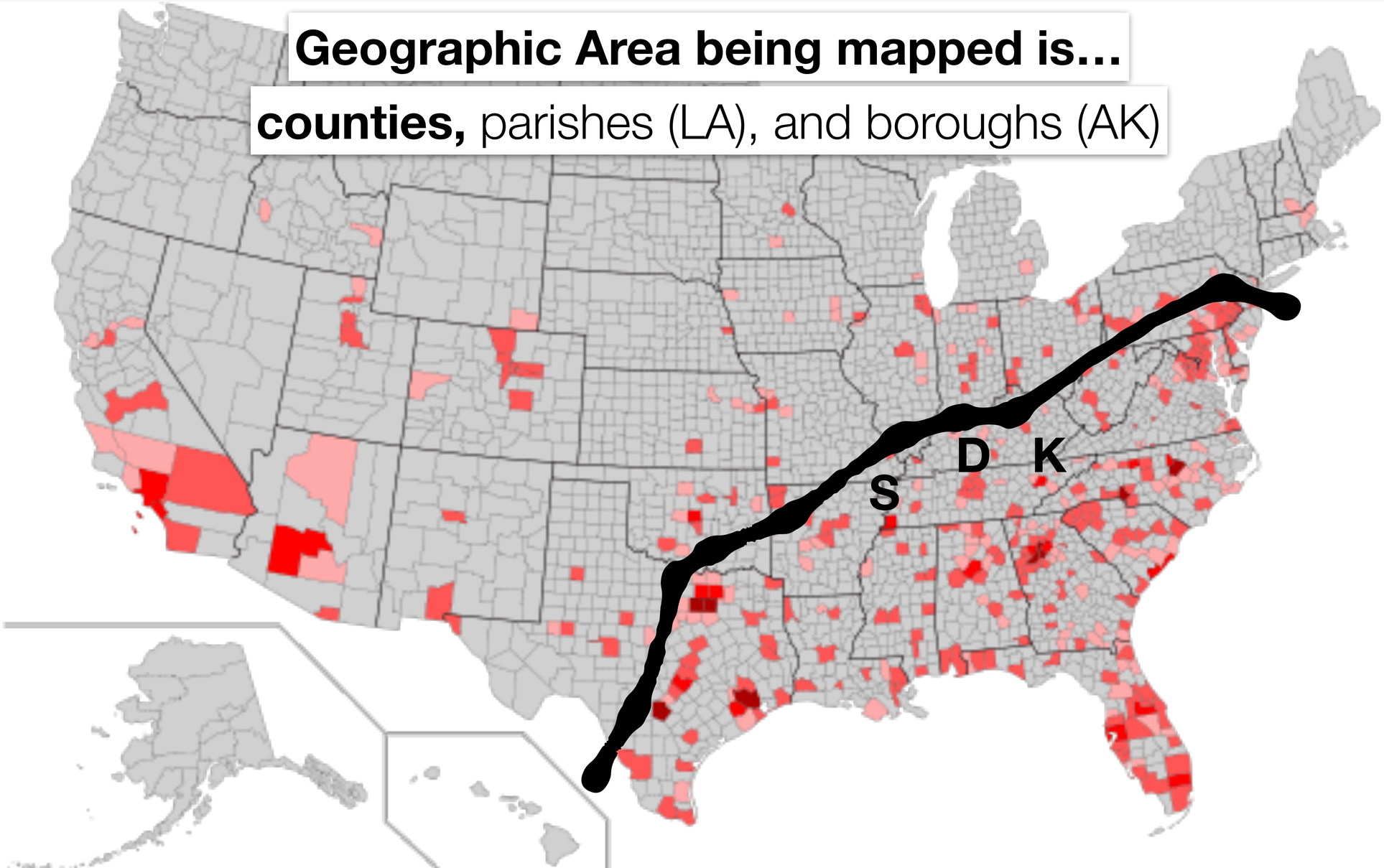

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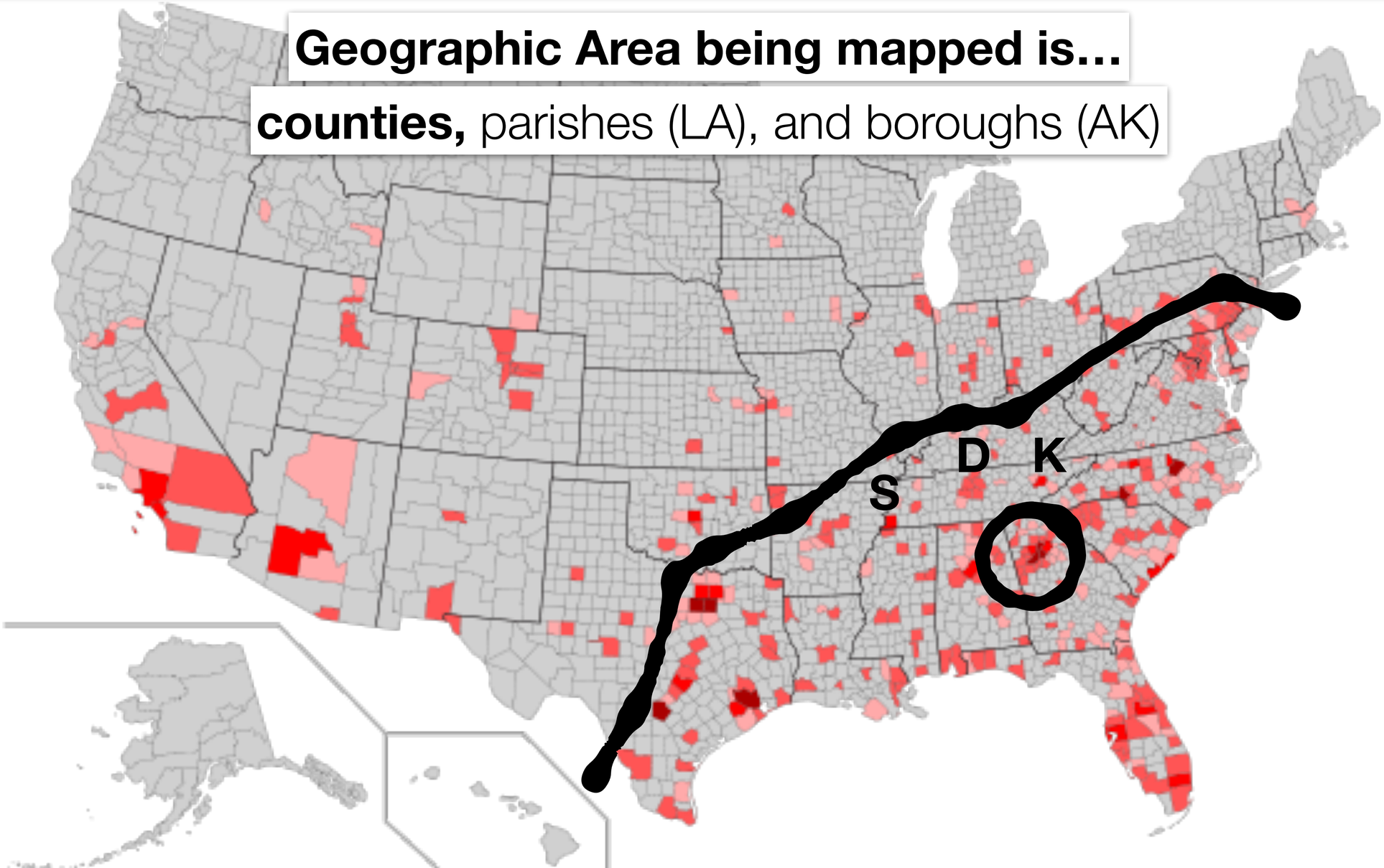
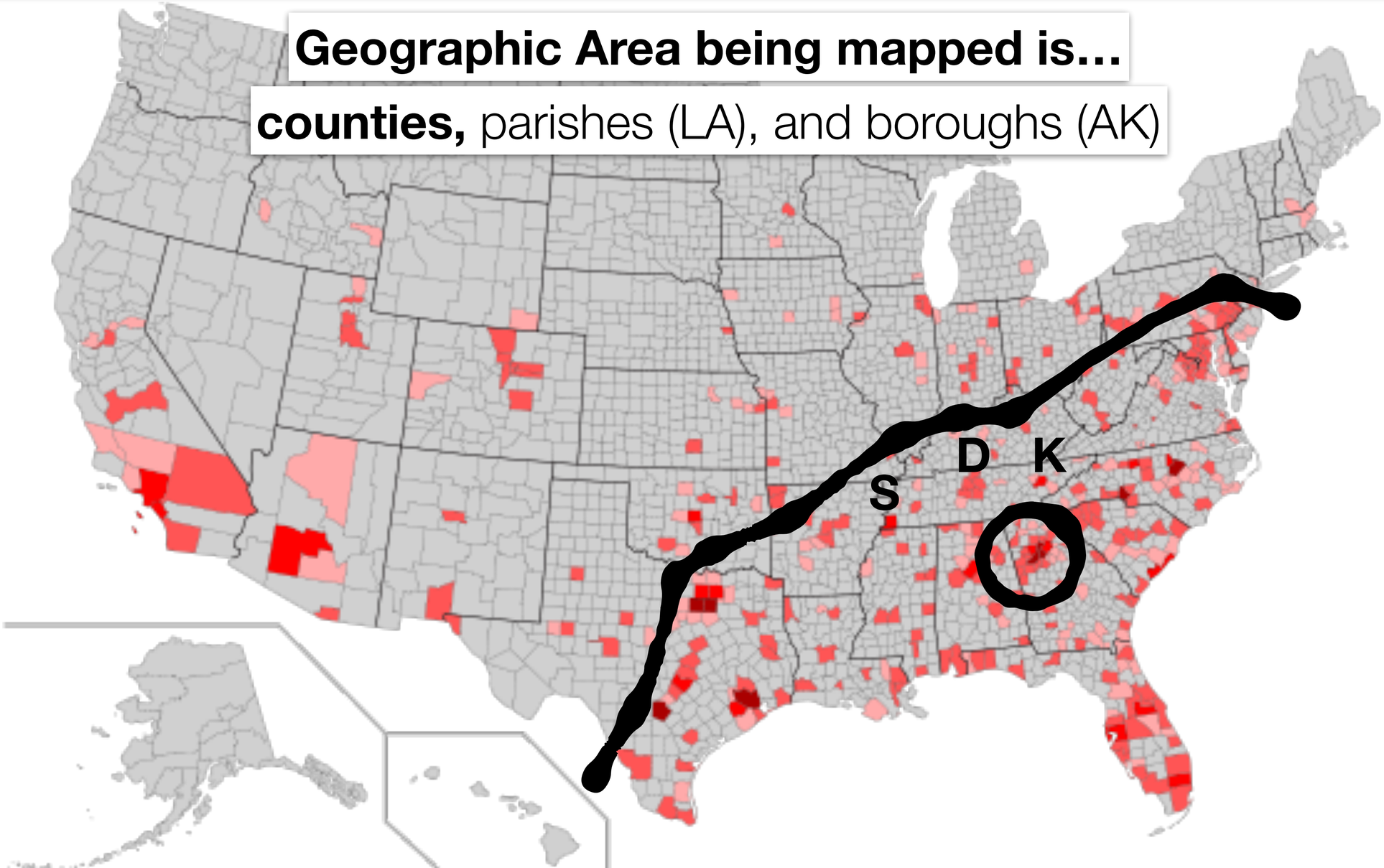


WHAT IS THE FAST FOOD RESTAURANT BEING MAPPED?

Geographic Area being mapped is…

counties, parishes (LA), and boroughs (AK)



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Geographic Area being mapped is…

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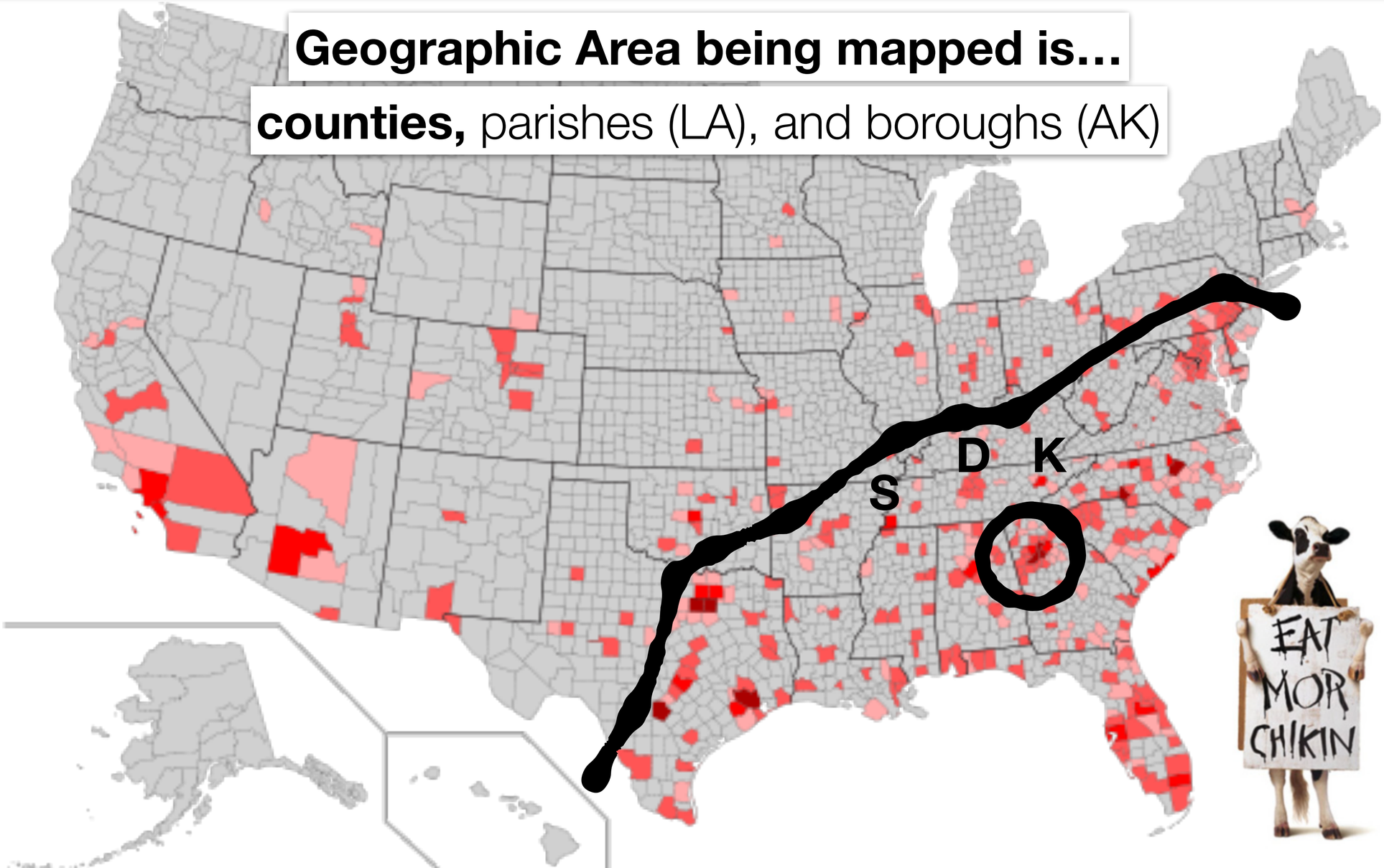

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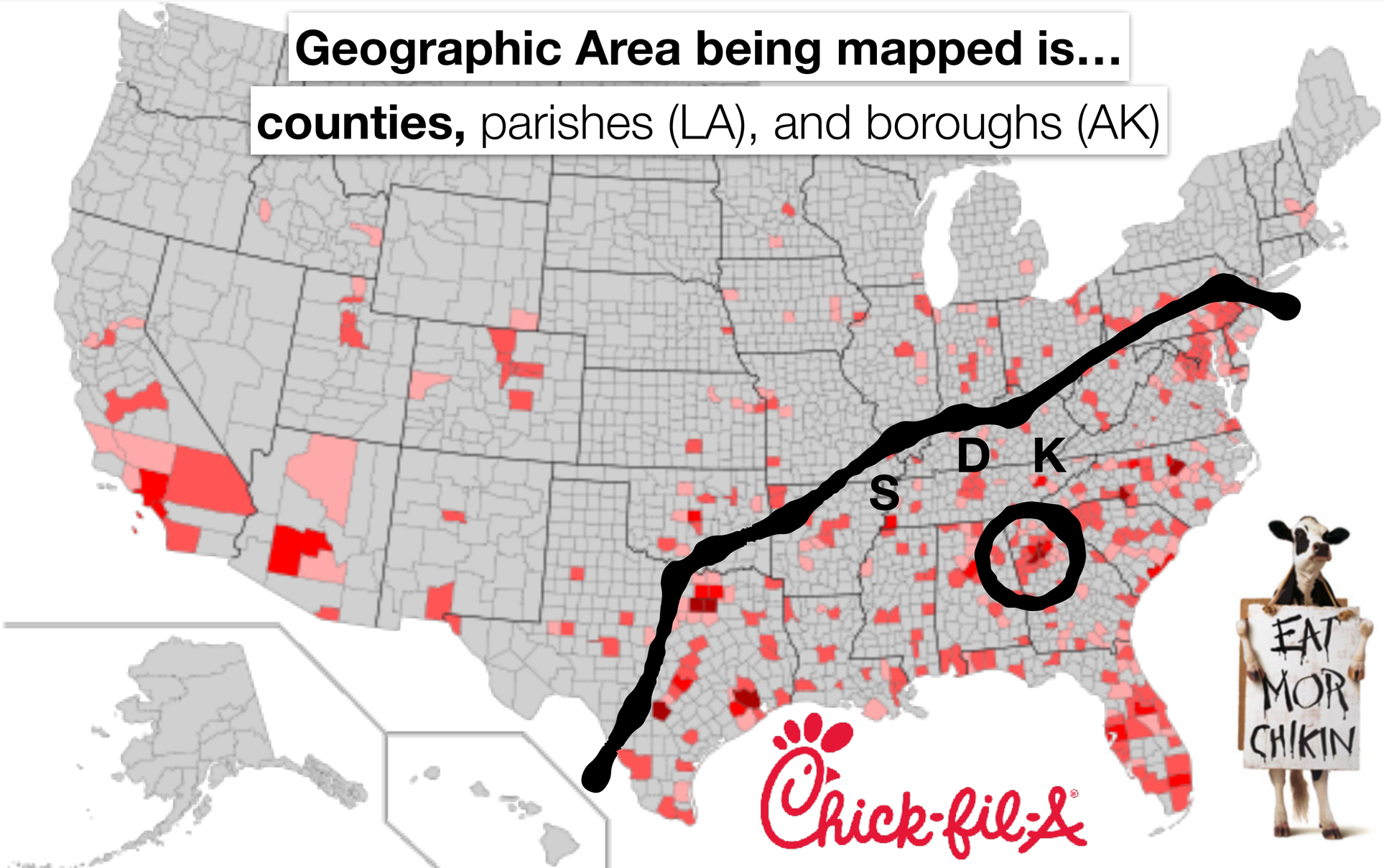
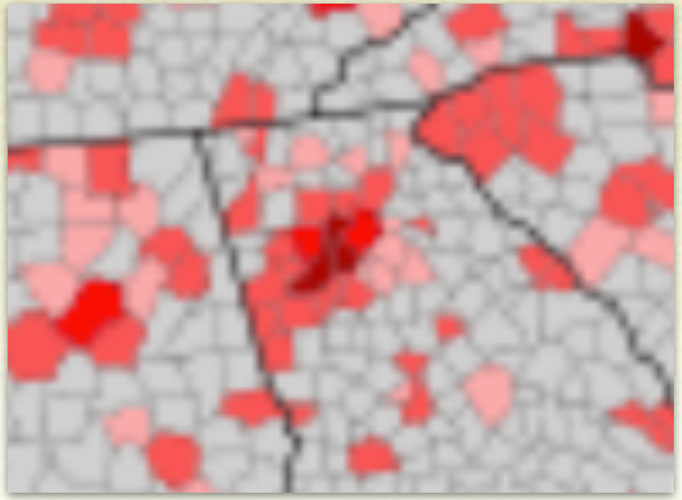


Company Fact Sheet

Company Overview

It all started in 1946, when Truett Cathy opened his first restaurant, Dwarf Grill, in Hapeville, Georgia. Credited with inventing Chick-fil-A's boneless breast of chicken sandwich, Mr. Cathy founded Chick-fil-A, Inc. in the early 1960s and pioneered the establishment of restaurants in shopping malls with the opening of the first Chick-fil-A Restaurant at a mall in suburban Atlanta in 1967. Since then, Chick-fil-A has steadily grown to become the largest quick-service chicken restaurant chain in the United States, based on domestic annual sales with over 1,900 locations in 42 states and Washington, D.C. In 2014, annual sales were nearly $6 billion. Chick-fil-A is still privately held and family owned. With 47 consecutive years of positive sales growth, Chick-fil-A has set itself apart by pioneering innovations and delicious products—including the ever-popular Chick-fil-A® Chicken Sandwich.



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Top Five Tips

Top Five Tips

5

Some teachers think they have to put on a show, especially when they are being observed.

<u>Be genuine by developing GOOD PRACTICES that you do EVERYDAY.</u>

Top Five Tips

Top Five Tips

- **Tell students what you will be learning, and why it is important to learn.**

Top Five Tips

- Tell students what you will be learning, and why it is important to learn.
- Try to have the students tell you more than you tell them.

Top Five Tips

- Tell students what you will be learning, and why it is important to learn.
- Try to have the students tell you more than you tell them.
- Have high expectations, be consistent, always be fair, and be understanding.

Top Five Tips

- Tell students what you will be learning, and why it is important to learn.
- Try to have the students tell you more than you tell them.
- Have high expectations, be consistent, always be fair, and be understanding.
- Stay positive and enjoy teaching.

Goal: 100%

Michael Robinson
Houston High School
September 2017

michael.robinson@gmsdk12.org

Look for local examples...

Source website

http://atlas.esri.com/Atlas/DS_Atlas.html

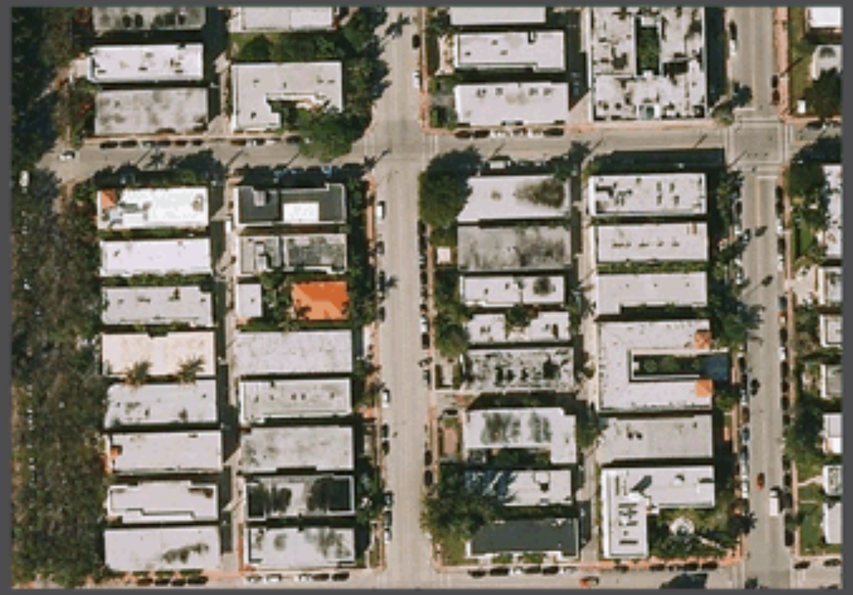
Demographics and Statistics

Atlas

This atlas shows how the population is changing – growing in some parts of the country, while shrinking in others.

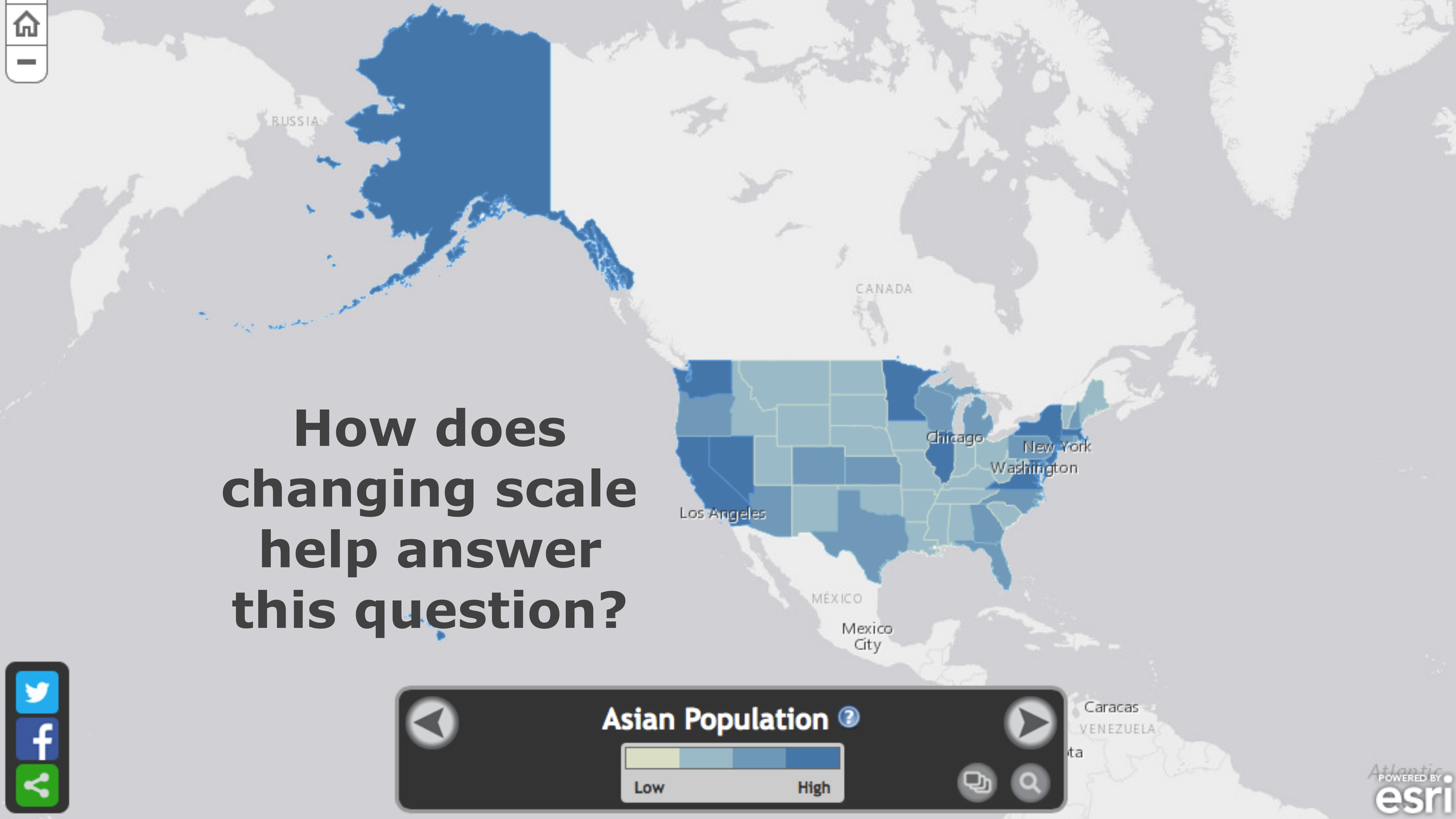
The maps show the entire United States by county, using data from the U.S. Census Bureau's 2010 Census and Esri.

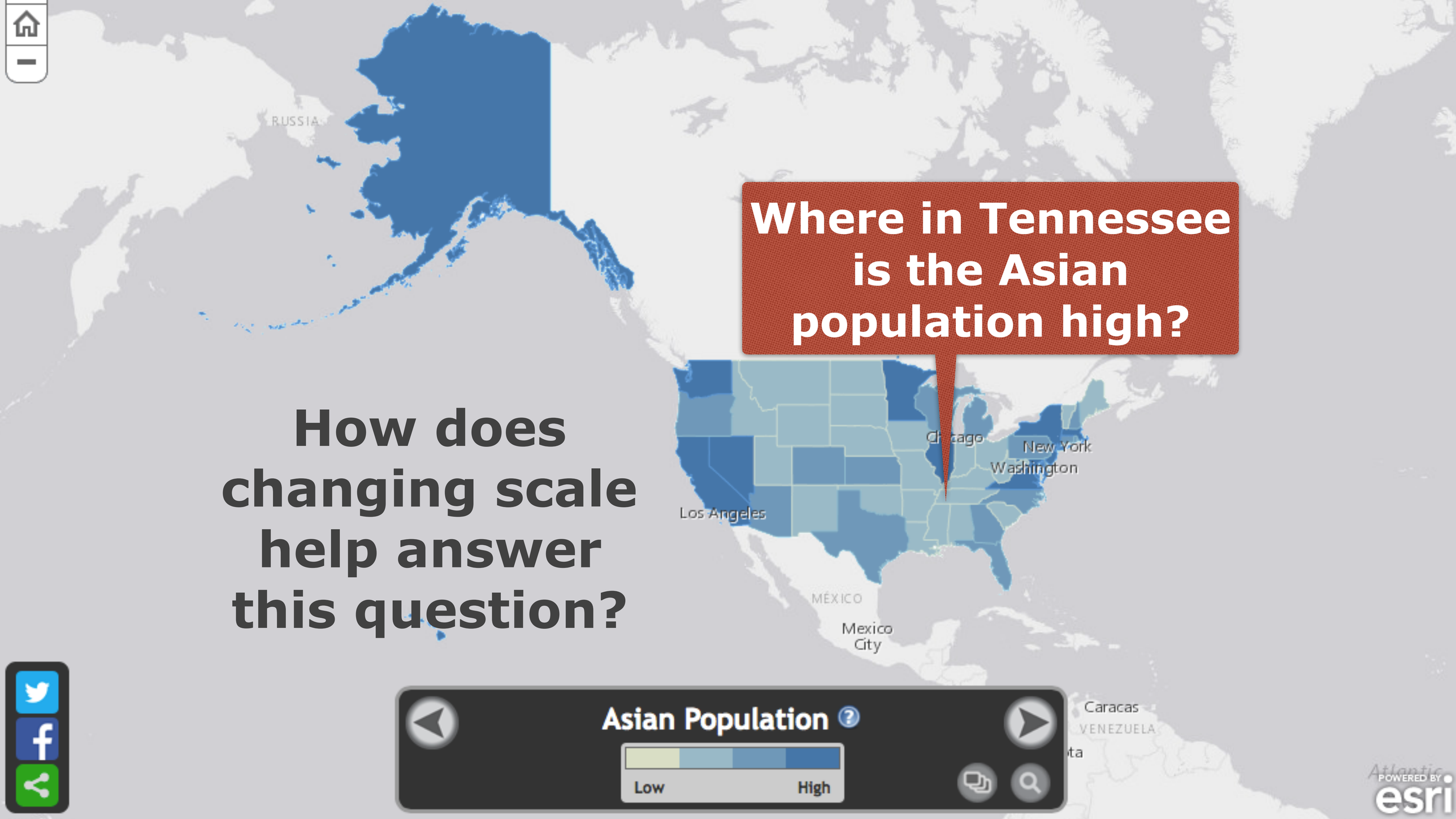
How do things look in your neighborhood?

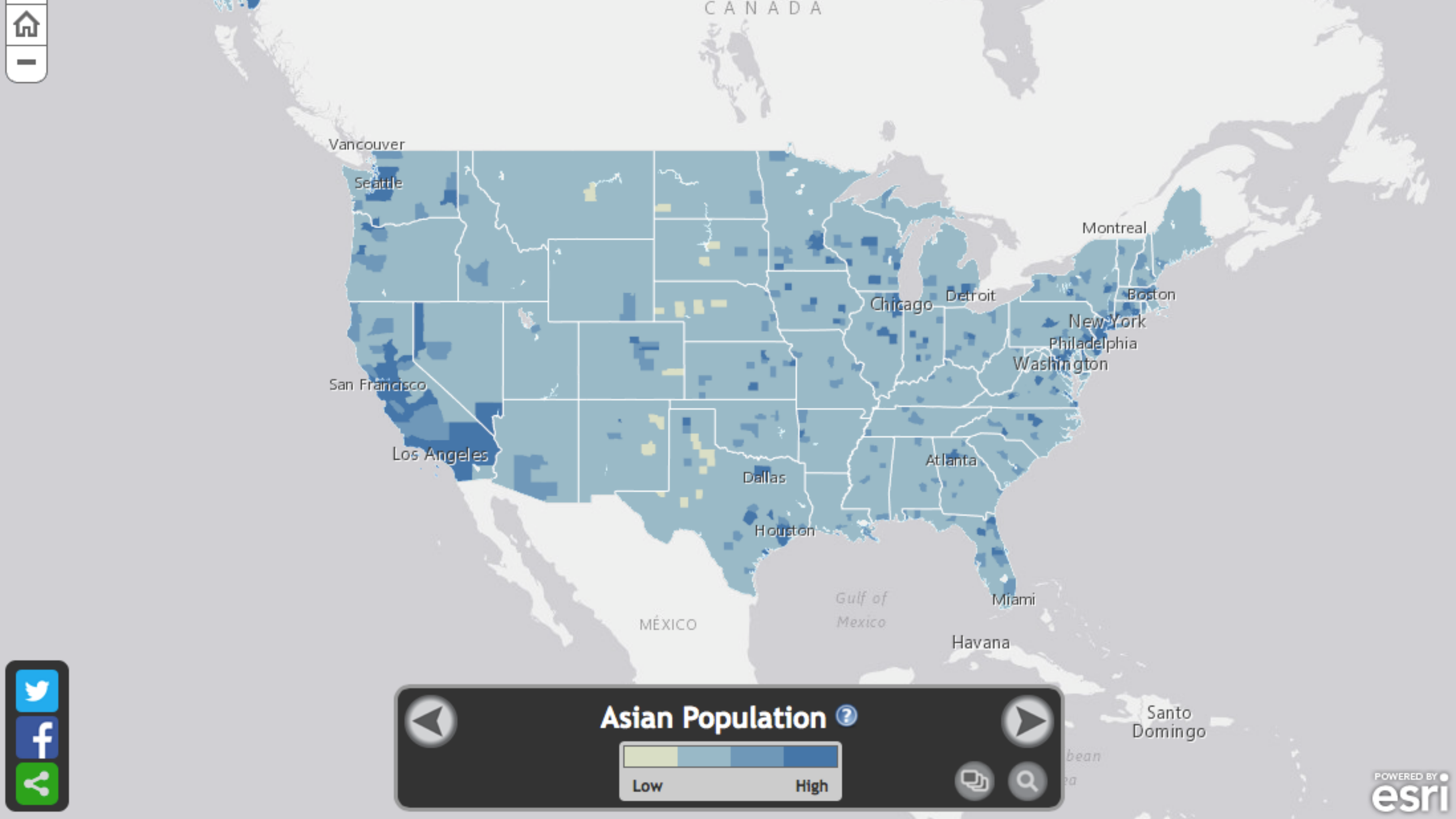


How does changing SCALE change understanding?

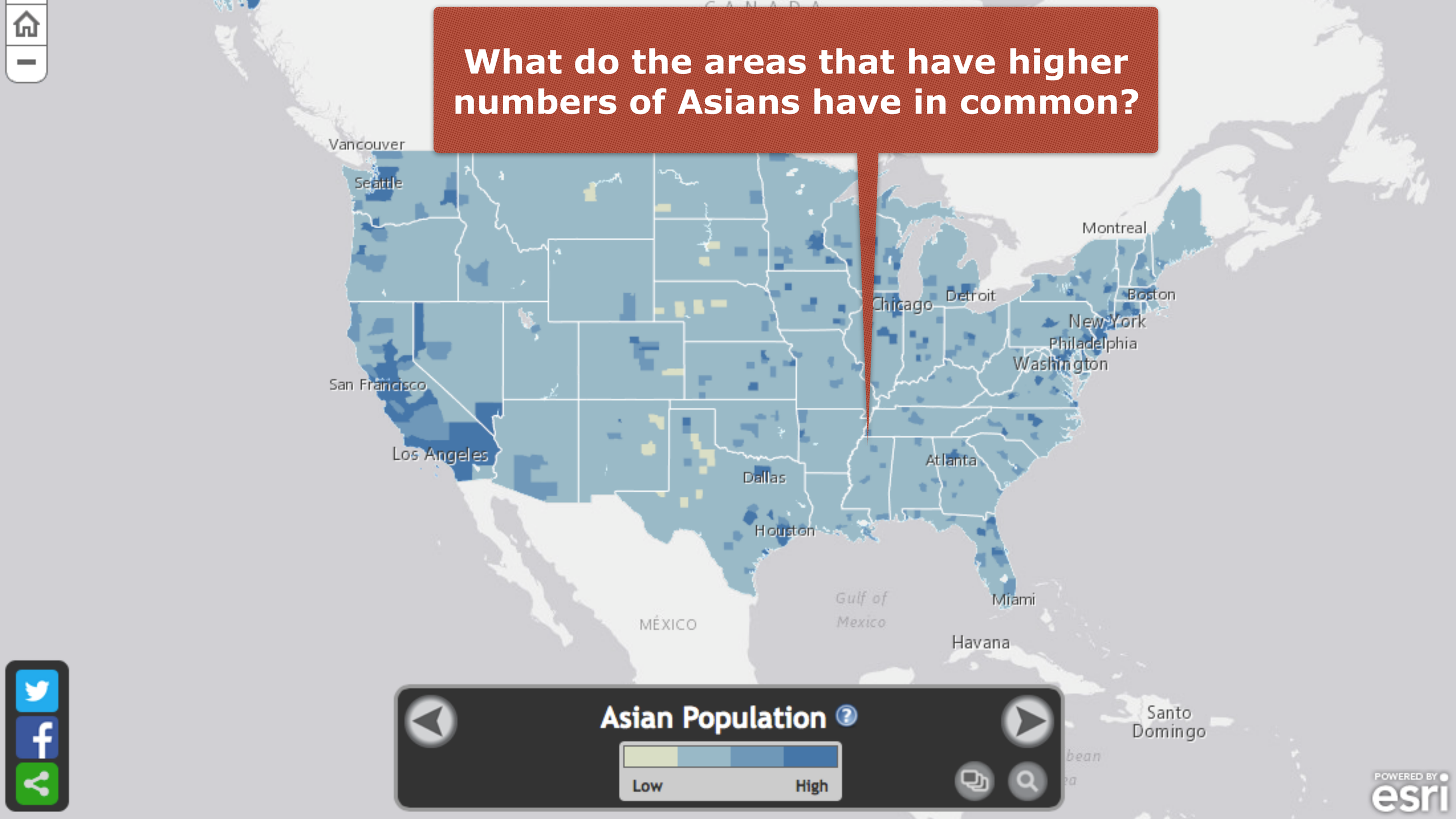
Asian Populations
at
Different Scales

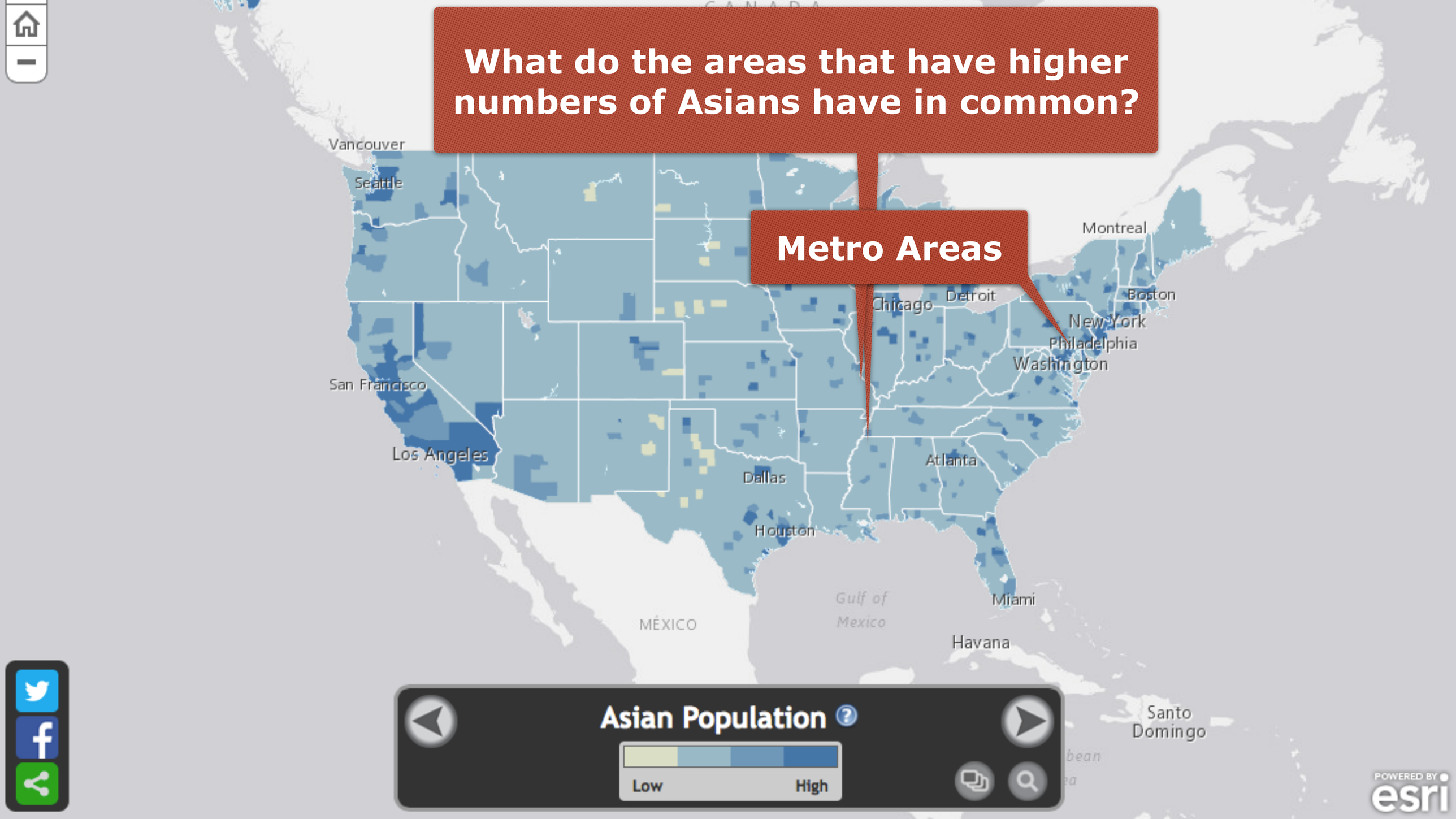

How does changing scale help answer this question?
RUSSIA
CANADA
Chicago
New York
Washington
Los Angeles
MÉXICO
Mexico City
Caracas
VENEZUELA
Asian Population
Low
High
POWERED BY
esri

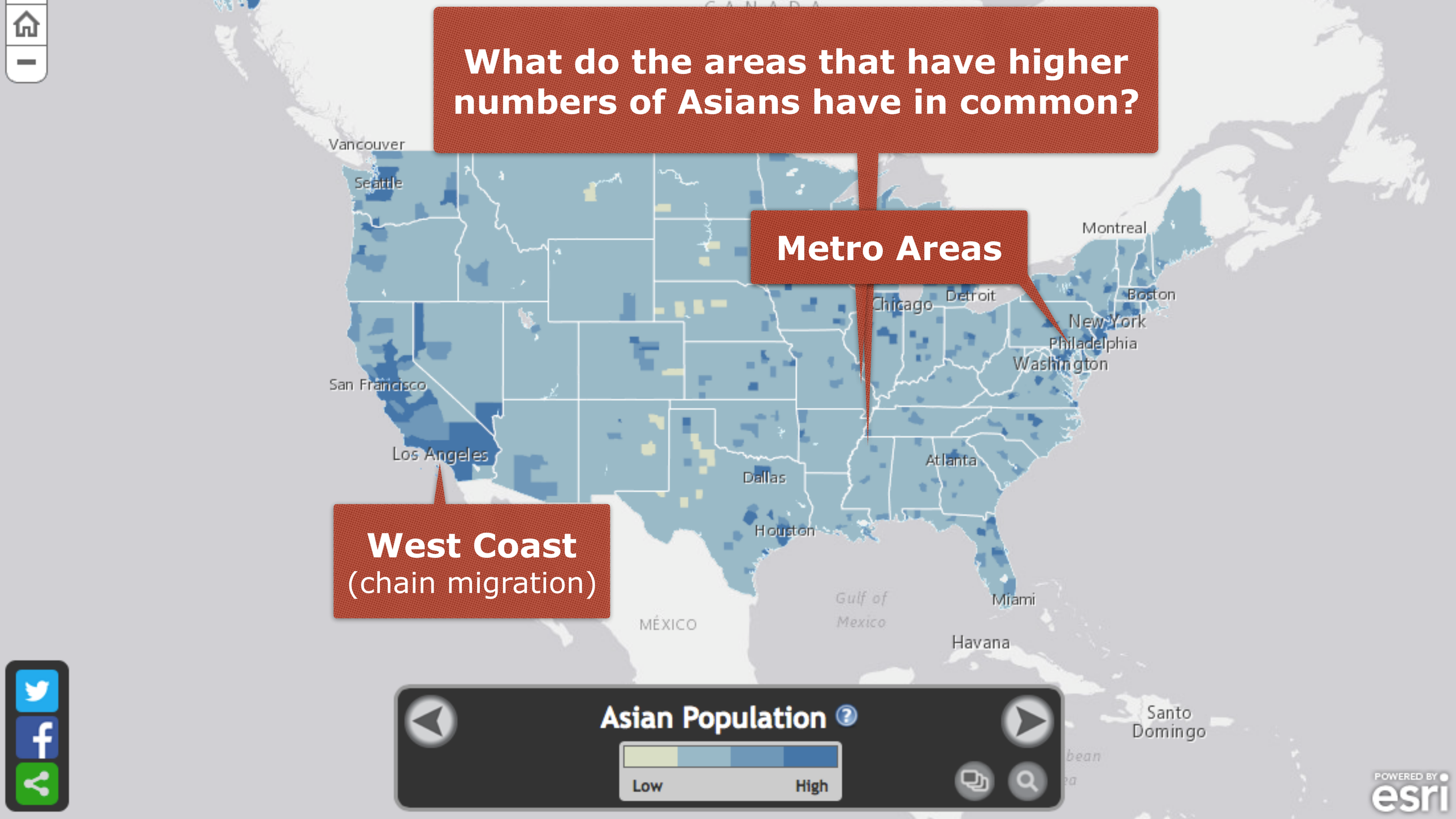

Where in Tennessee is the Asian population high?
How does changing scale help answer this question?
RUSSIA
Chicago
New York
Washington
Los Angeles
MÉXICO
Mexico City
Caracas
VENEZUELA
Asian Population
Low
High
POWERED BY
esri

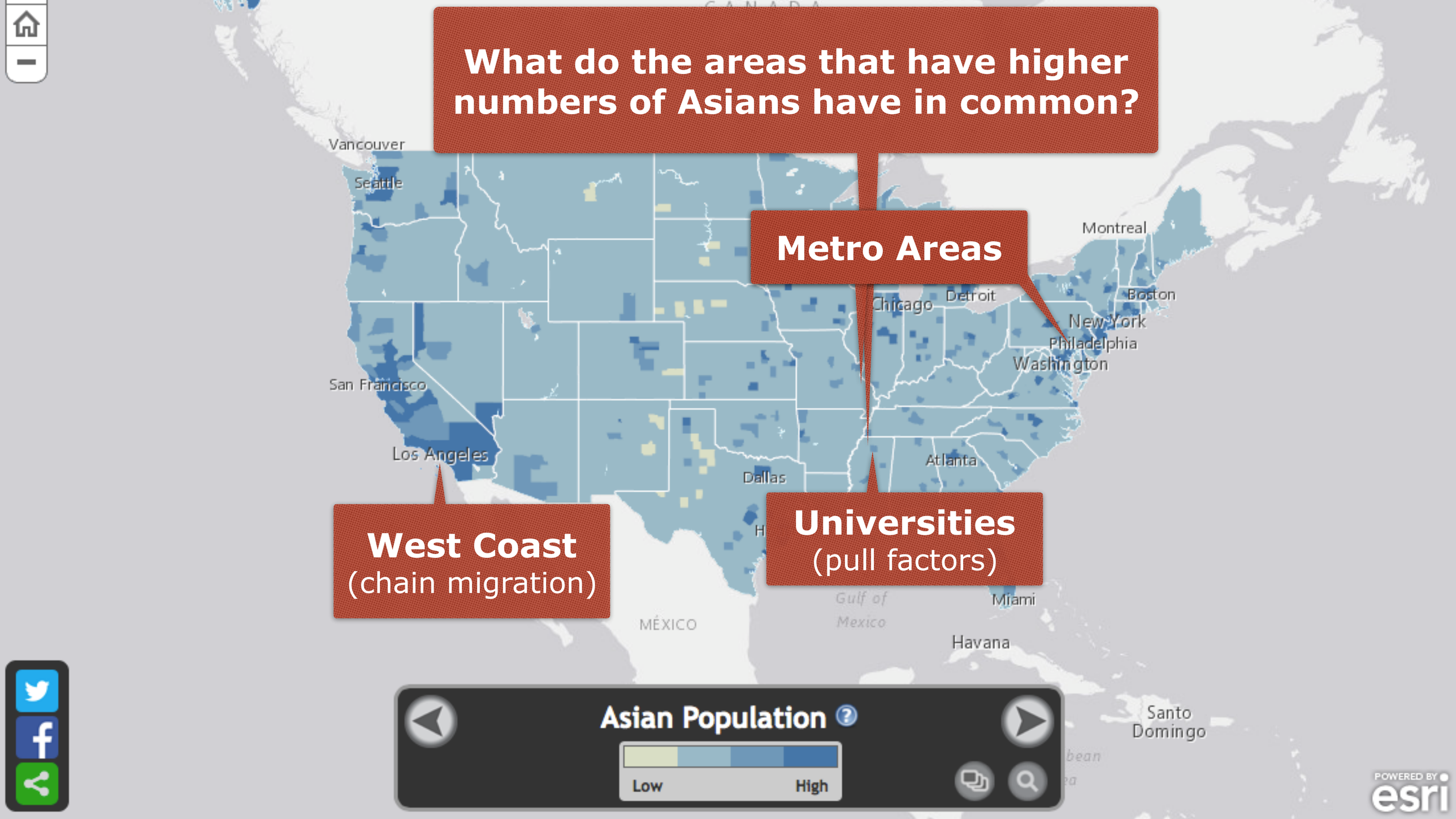

CANADA
Vancouver
Seattle
Montreal
Chicago
Detroit
Boston
New York
Philadelphia
Washington
San Francisco
Los Angeles
Atlanta
Dallas
Houston
Gulf of Mexico
Miami
MÉXICO
Havana
Santo Domingo
Asian Population
Low
High
POWERED BY esri

What do the areas that have higher numbers of Asians have in common?




What do the areas that have higher numbers of Asians have in common?
Metro Areas
Vancouver
Seattle
San Francisco
Los Angeles
Chicago
Detroit
Montreal
Boston
New York
Philadelphia
Washington
Atlanta
Dallas
Houston
Miami
Havana
Gulf of Mexico
MÉXICO
Santo Domingo
Asian Population
Low
High


What do the areas that have higher numbers of Asians have in common?
Metro Areas
West Coast
(chain migration)
Vancouver
Seattle
San Francisco
Los Angeles
Chicago
Detroit
Montreal
Boston
New York
Philadelphia
Washington
Atlanta
Dallas
Houston
Miami
Havana
Santo Domingo
MÉXICO
Gulf of Mexico
Asian Population
Low
High
POWERED BY esri

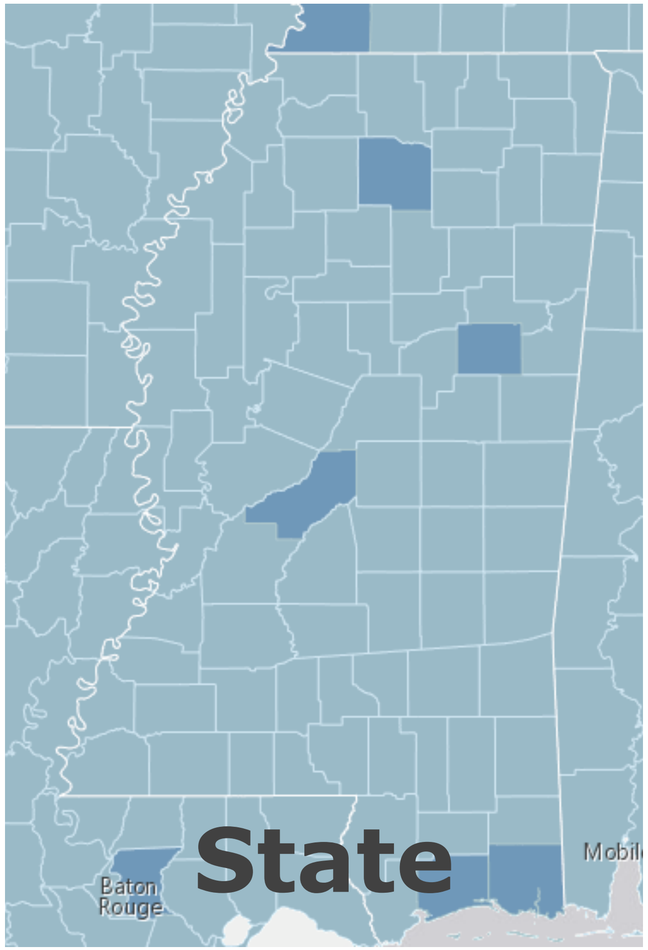

What do the areas that have higher numbers of Asians have in common?
Metro Areas
West Coast
(chain migration)
Universities
(pull factors)
Vancouver
Seattle
San Francisco
Los Angeles
Chicago
Detroit
Montreal
Boston
New York
Philadelphia
Washington
Atlanta
Dallas
Miami
Havana
Santo Domingo
MÉXICO
Gulf of Mexico
Asian Population
Low
High
POWERED BY esri

How does changing scale change understanding?

Where is the Asian population high in Mississippi?

How does changing scale change understanding?

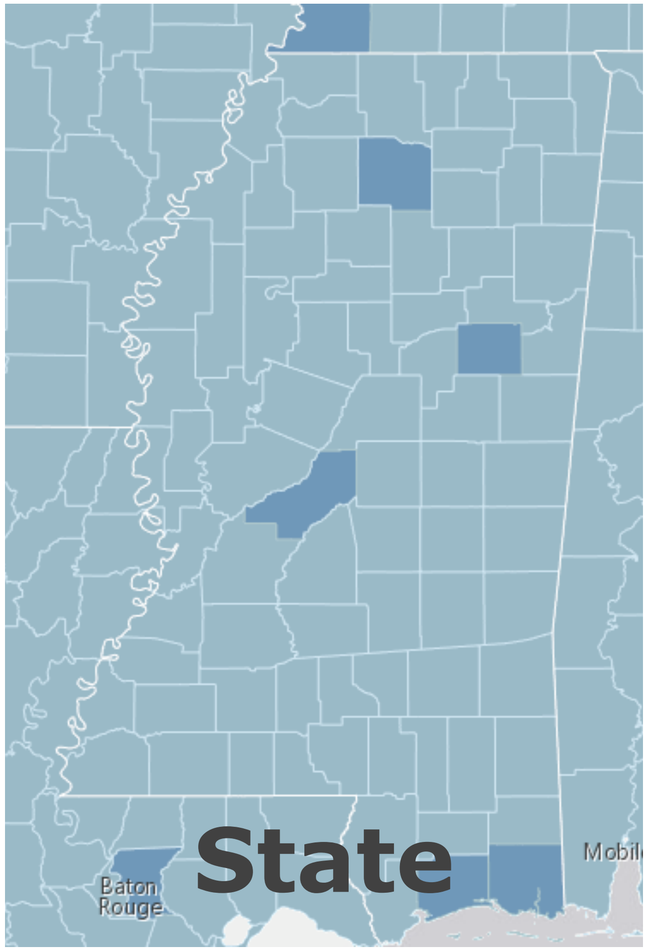
Where is the Asian population high in Mississippi?



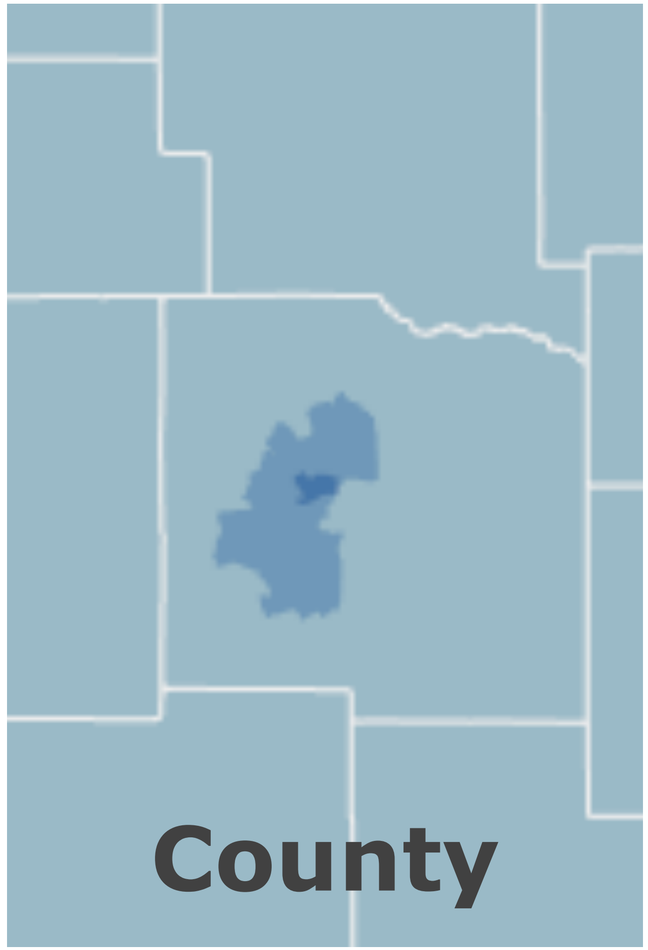
Mississippi

How does changing scale change understanding?

Where is the Asian population high in Mississippi?



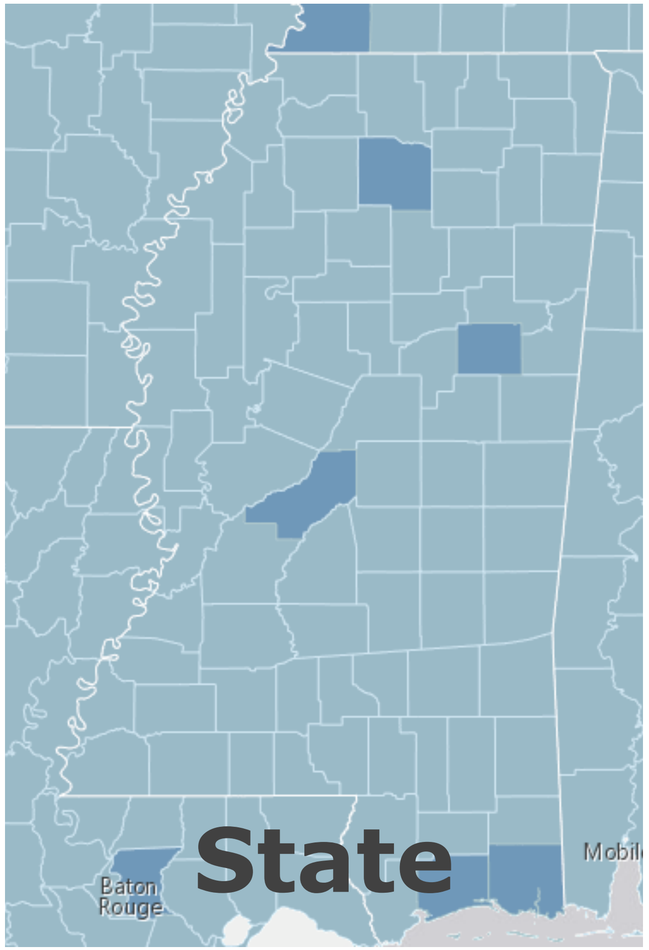
Mississippi



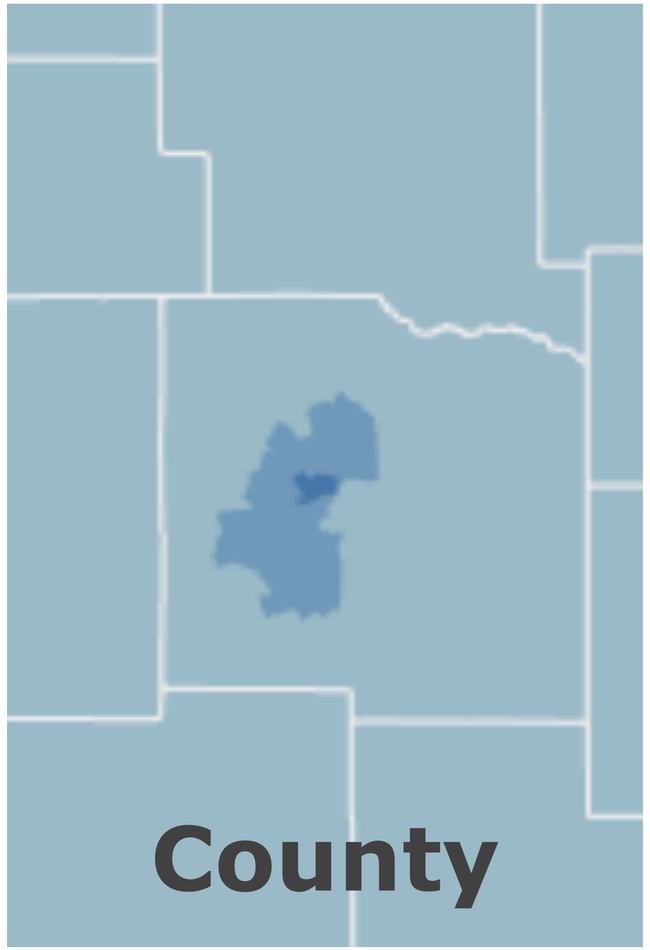
Lafayette

How does changing scale change understanding?

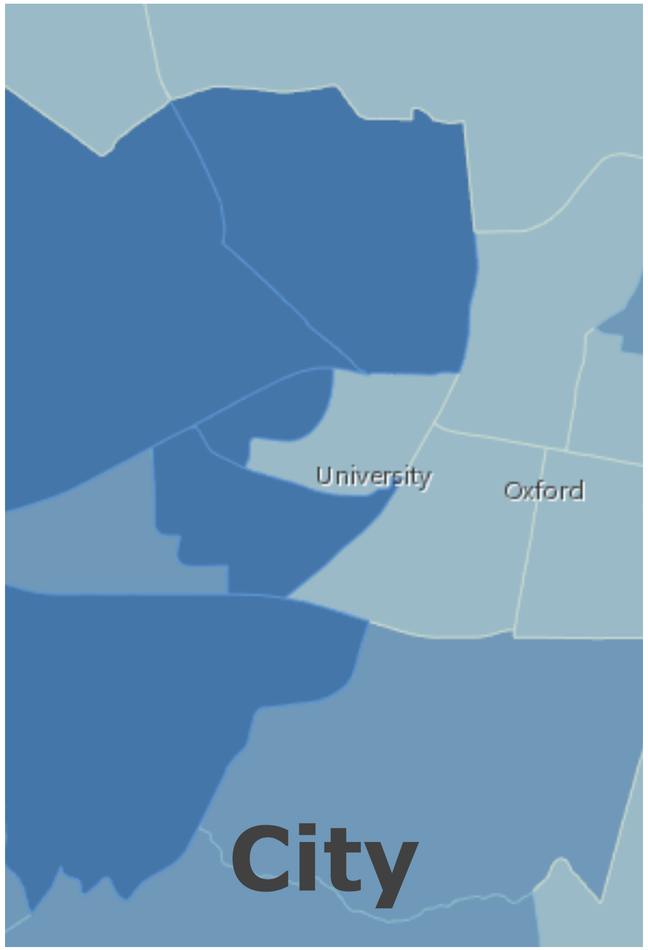
Where is the Asian population high in Mississippi?



Mississippi



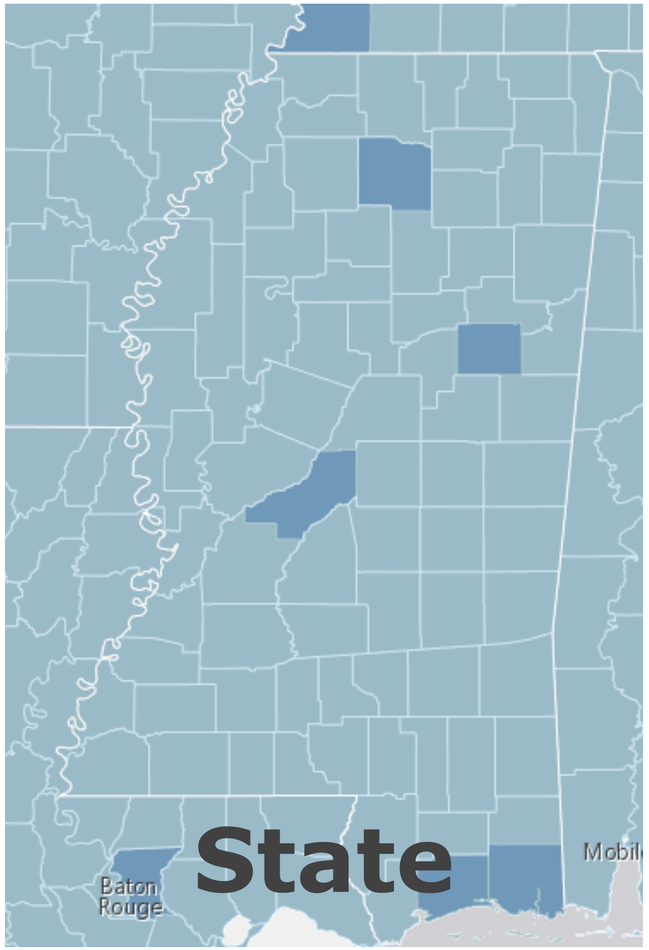
Lafayette



Oxford

How does changing scale change understanding?

Where is the Asian population high in Mississippi?



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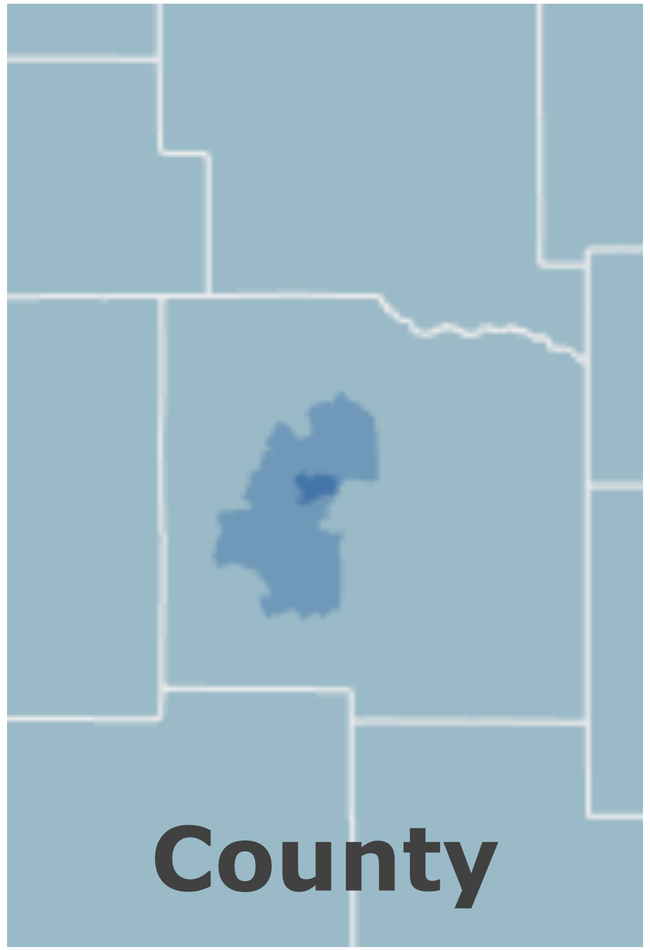

Lafayette

Oxford

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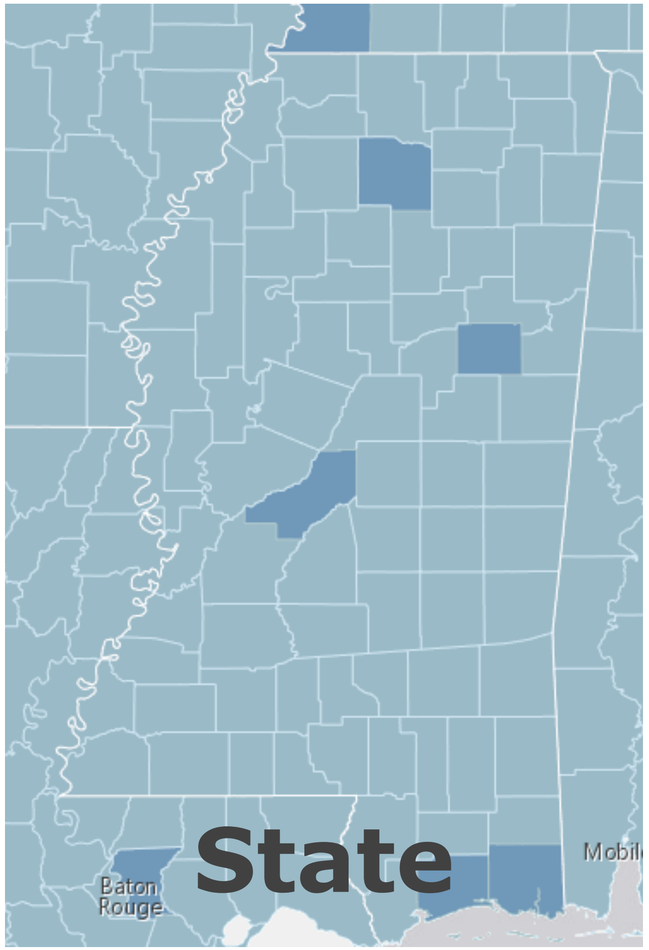
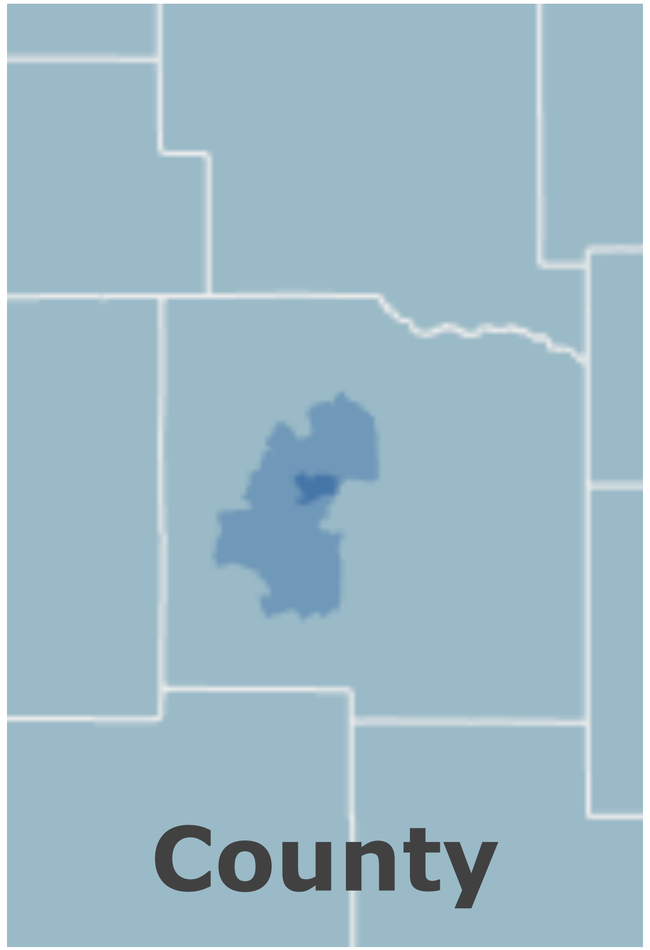


Mississippi

smaller scale map



Lafayette

Oxford

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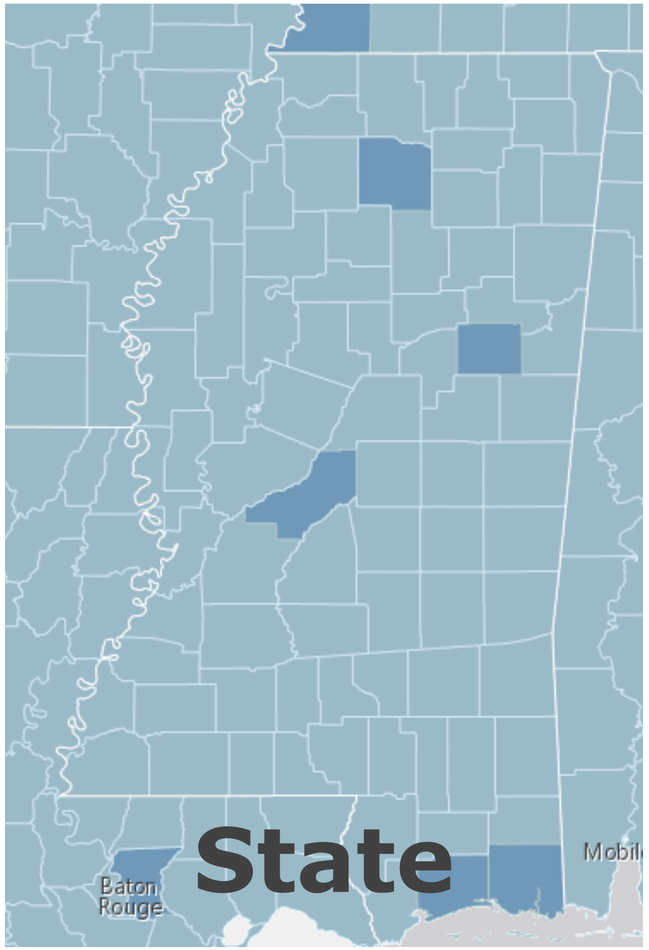
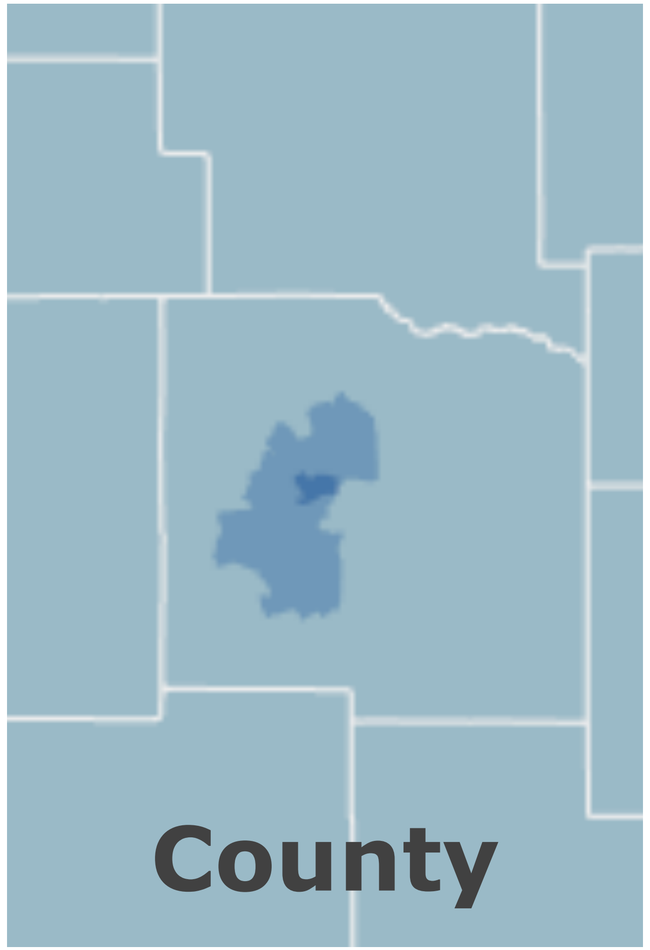
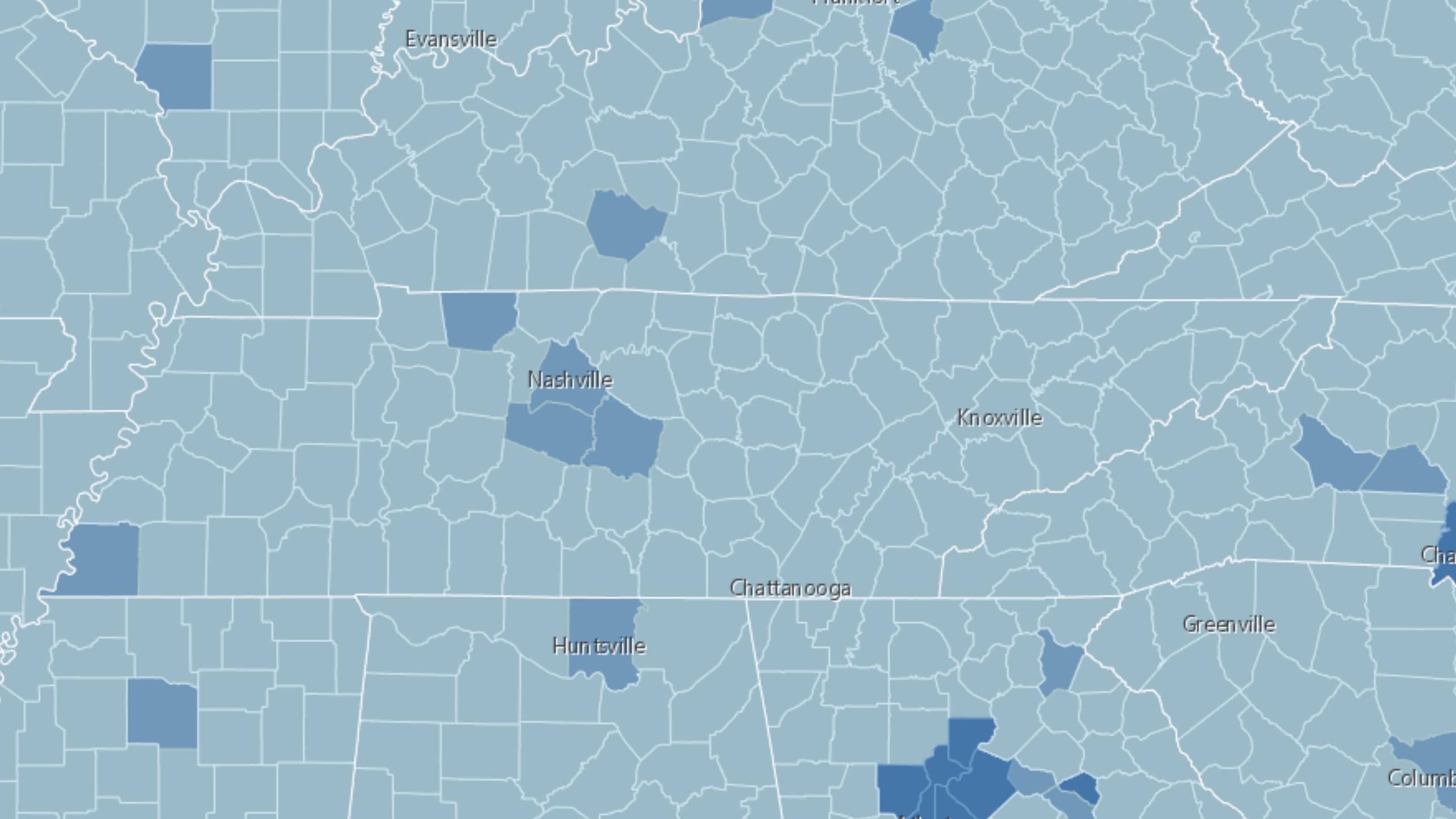
Where is the Asian population high in Mississippi?

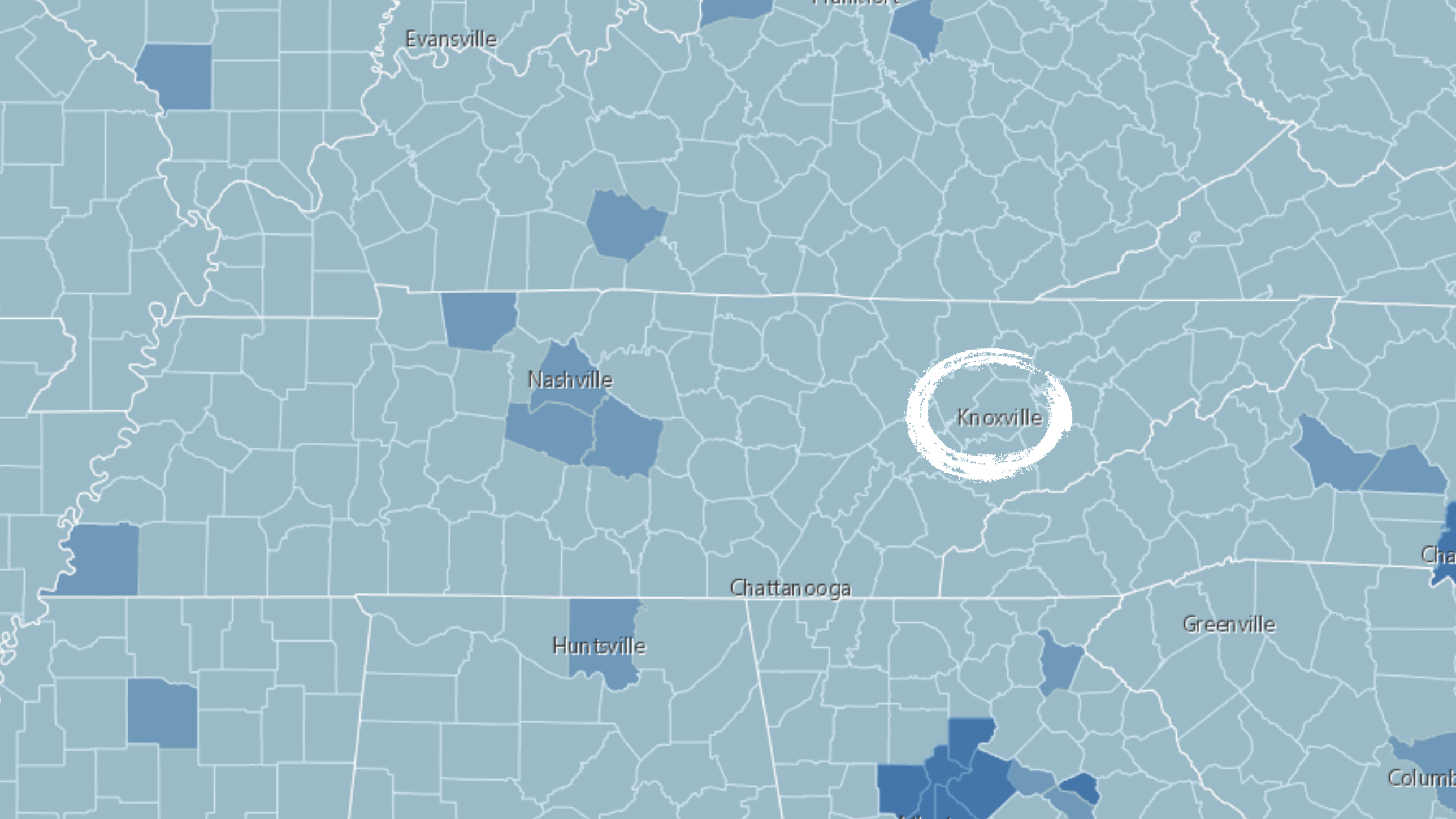




Mississippi | **Lafayette** | **Oxford**

smaller scale map → **larger scale map**


Evansville
Nashville
Knoxville
Chattanooga
Huntsville
Greenville


Evansville
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Knoxville
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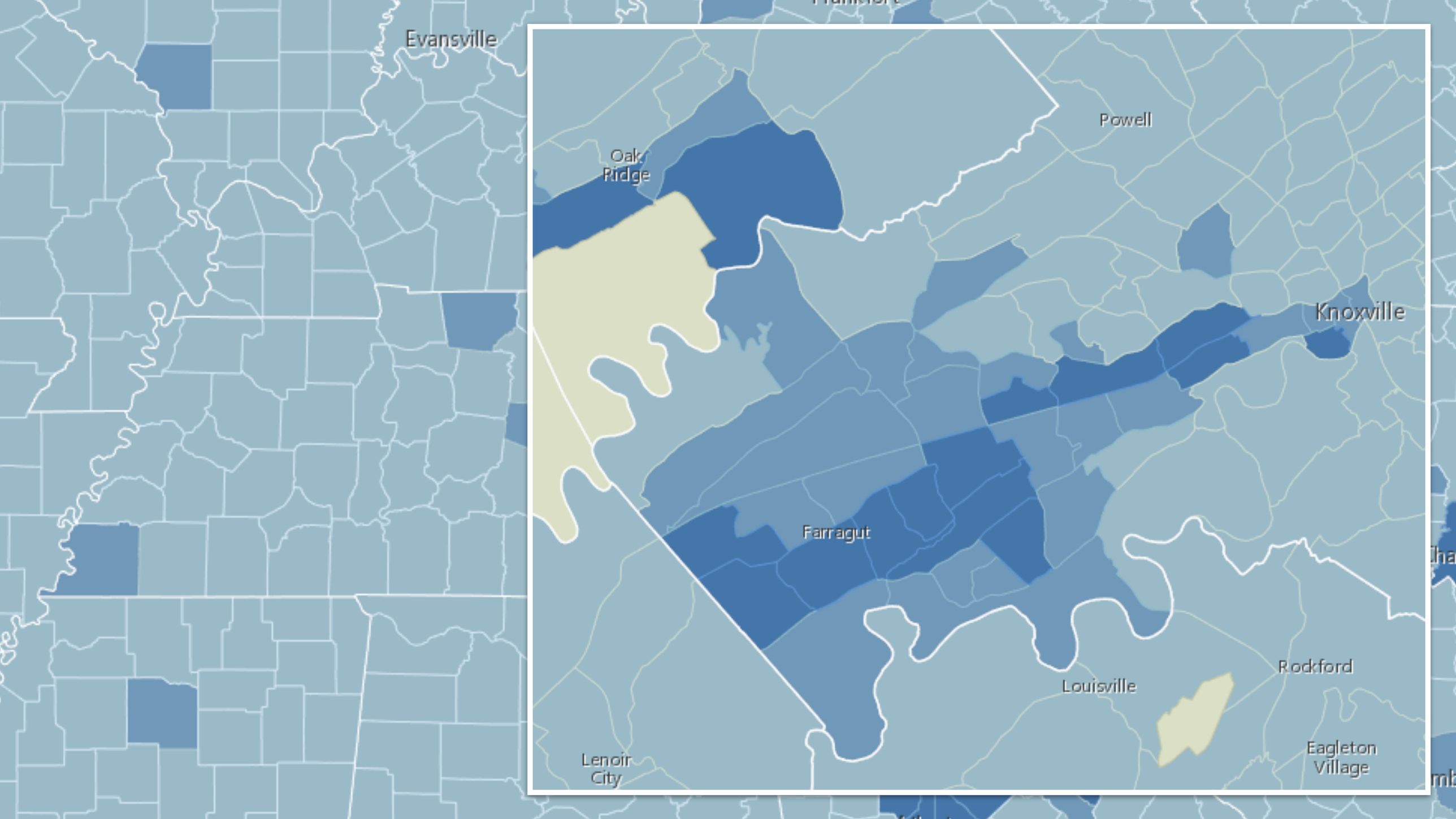
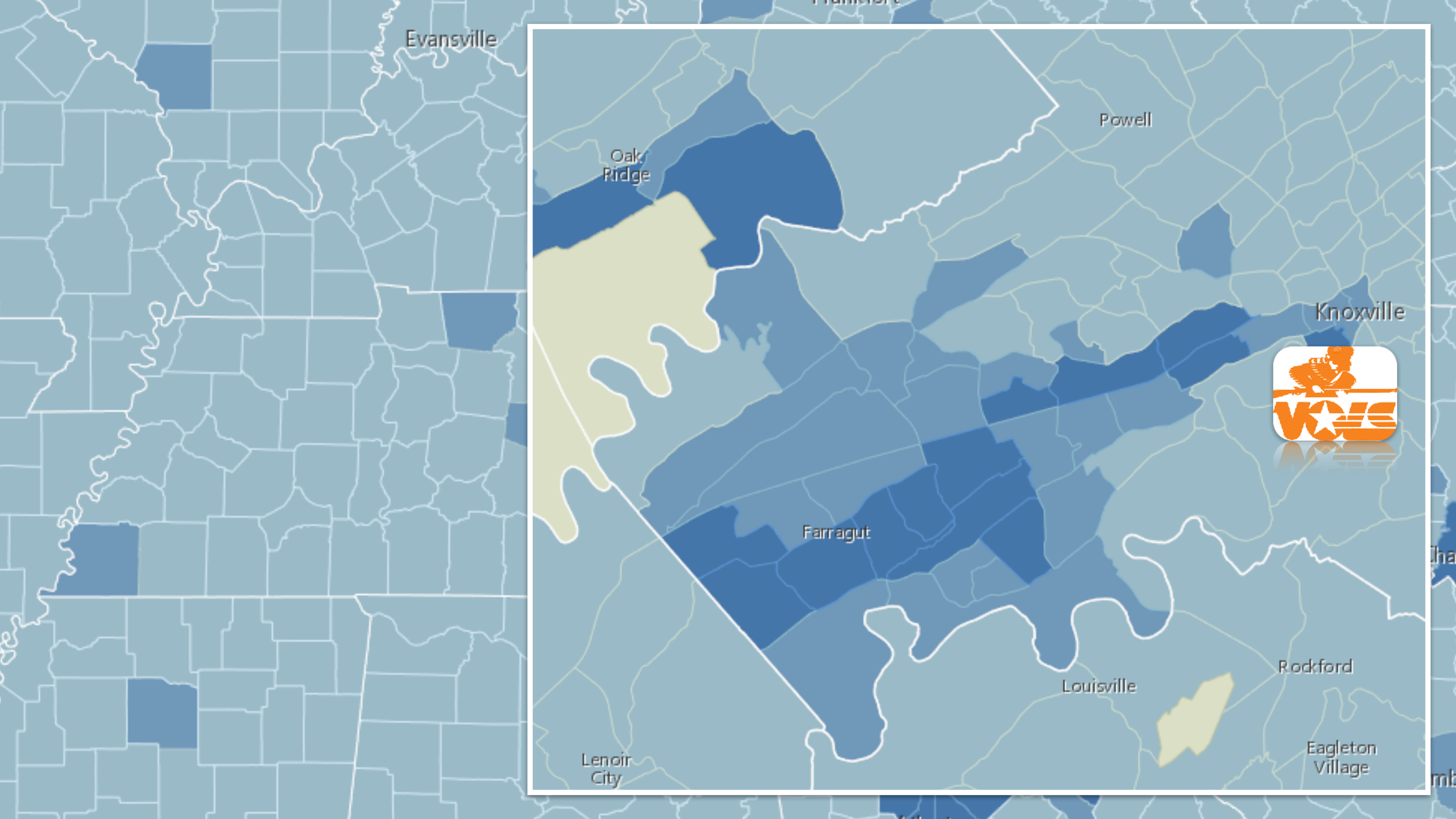
Huntsville
Greenville


Evansville
Powell
Oak Ridge
Knoxville
Farragut
Louisville
Rockford
Lenoir City
Eagleton Village


Evansville
Powell
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Farragut
Louisville
Rockford
Lenoir City
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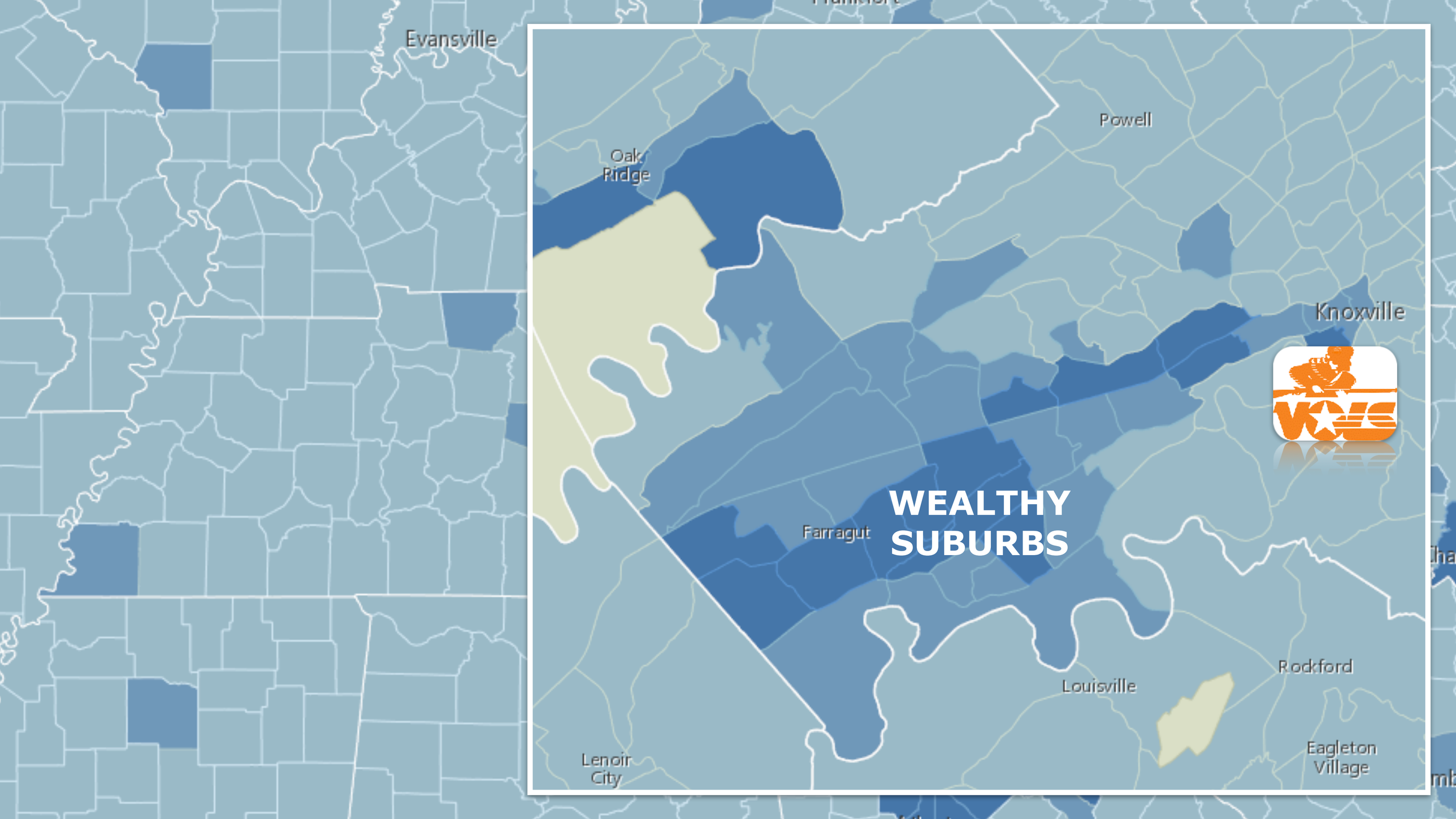
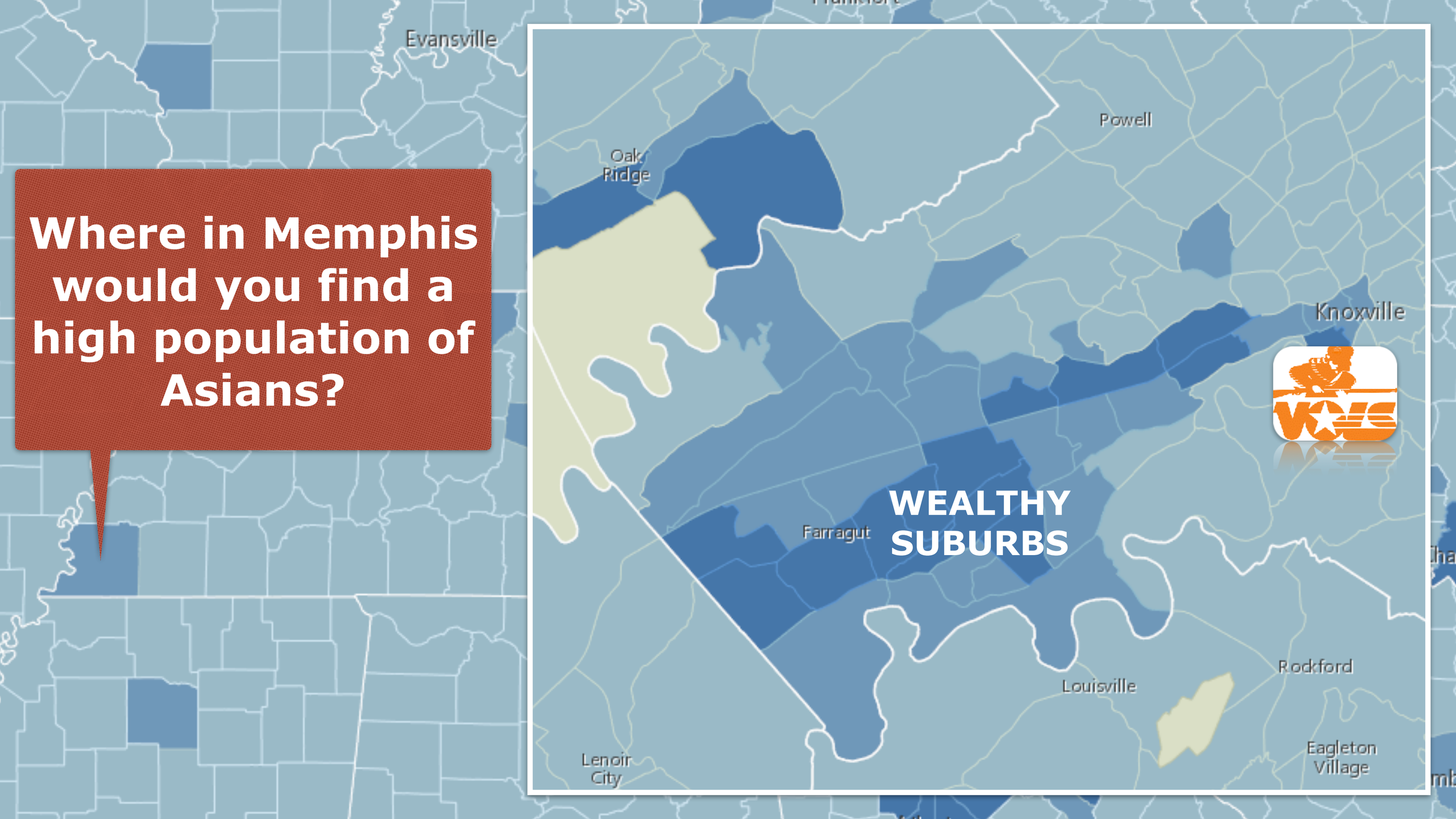
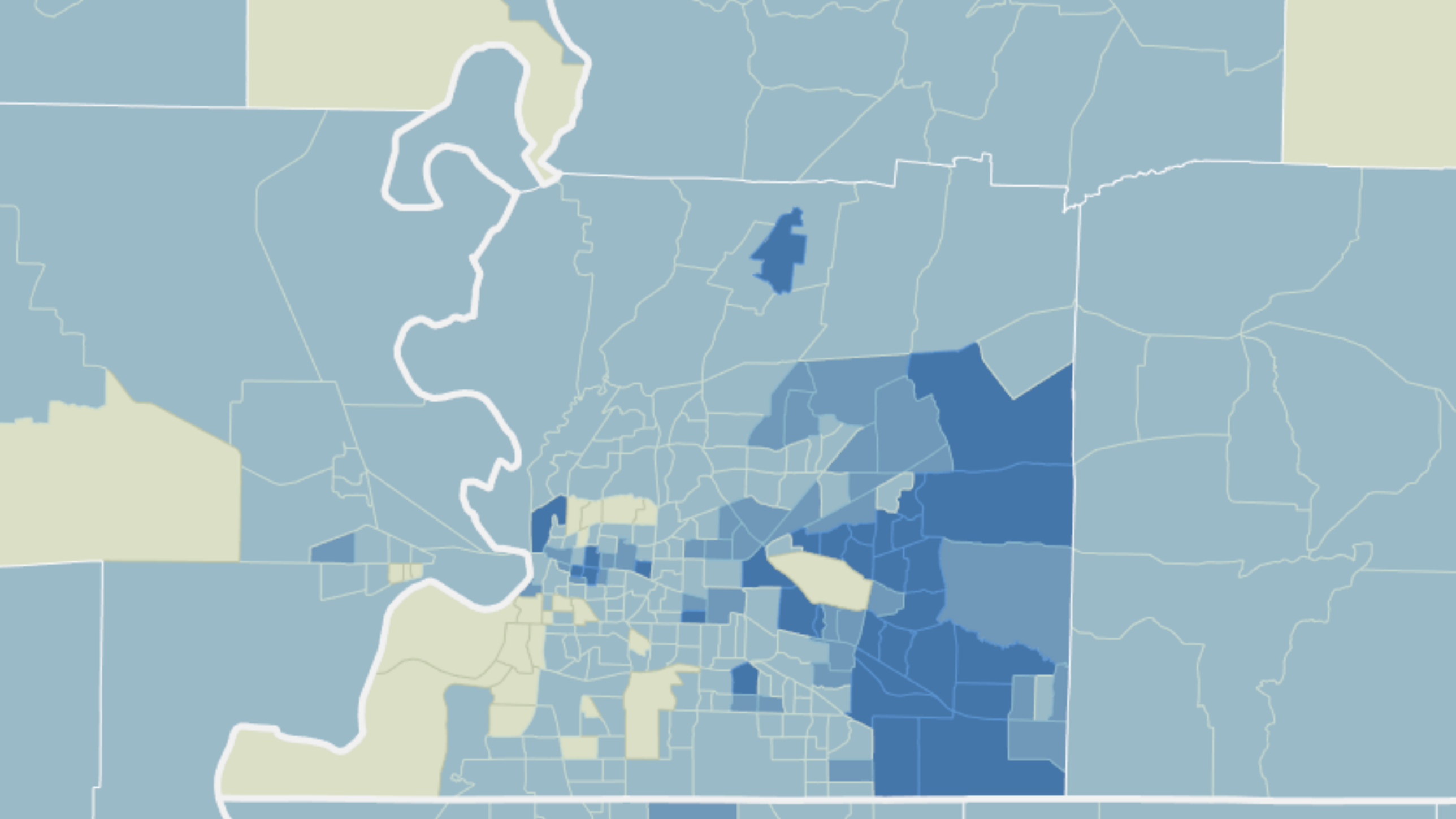
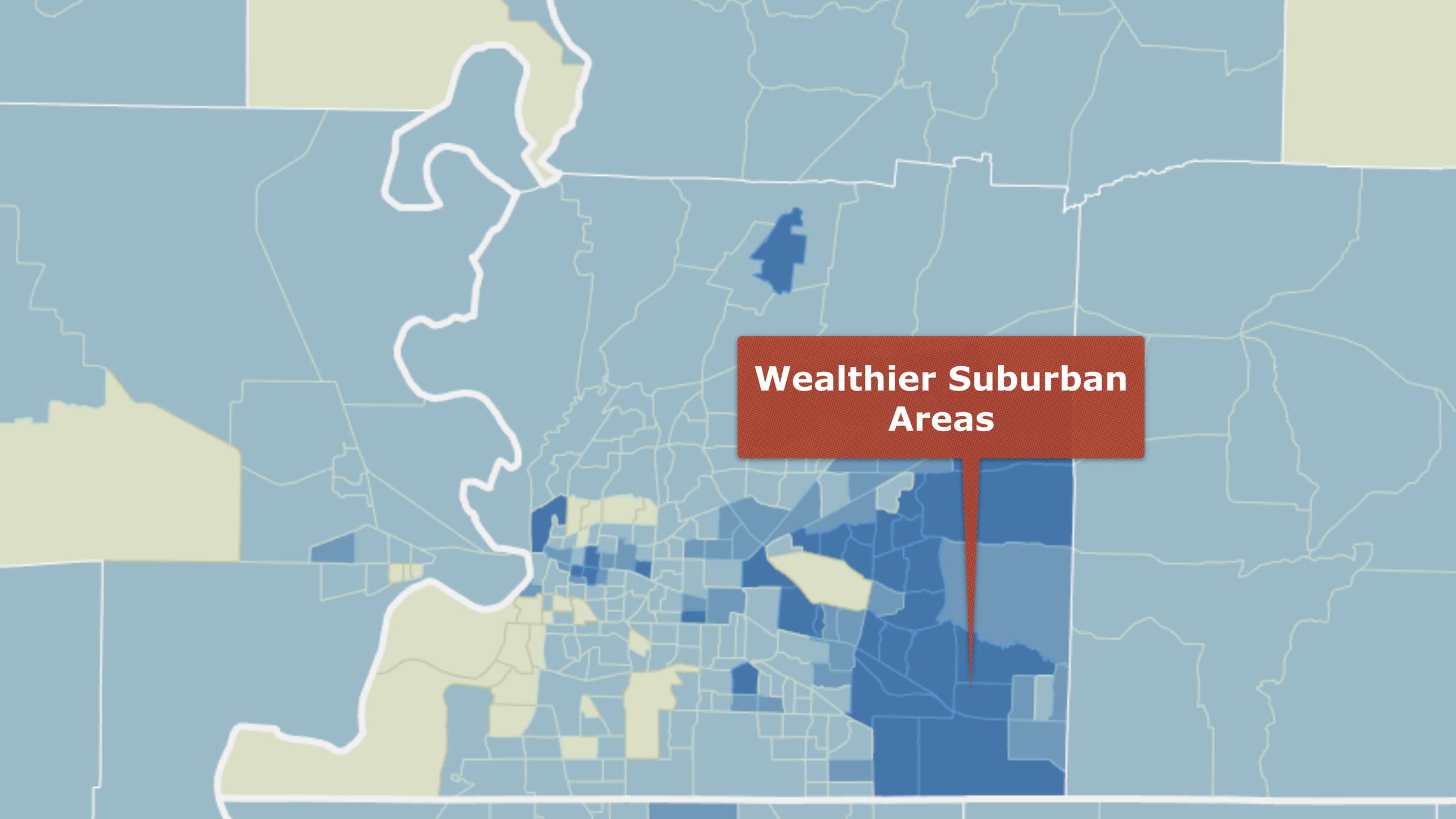
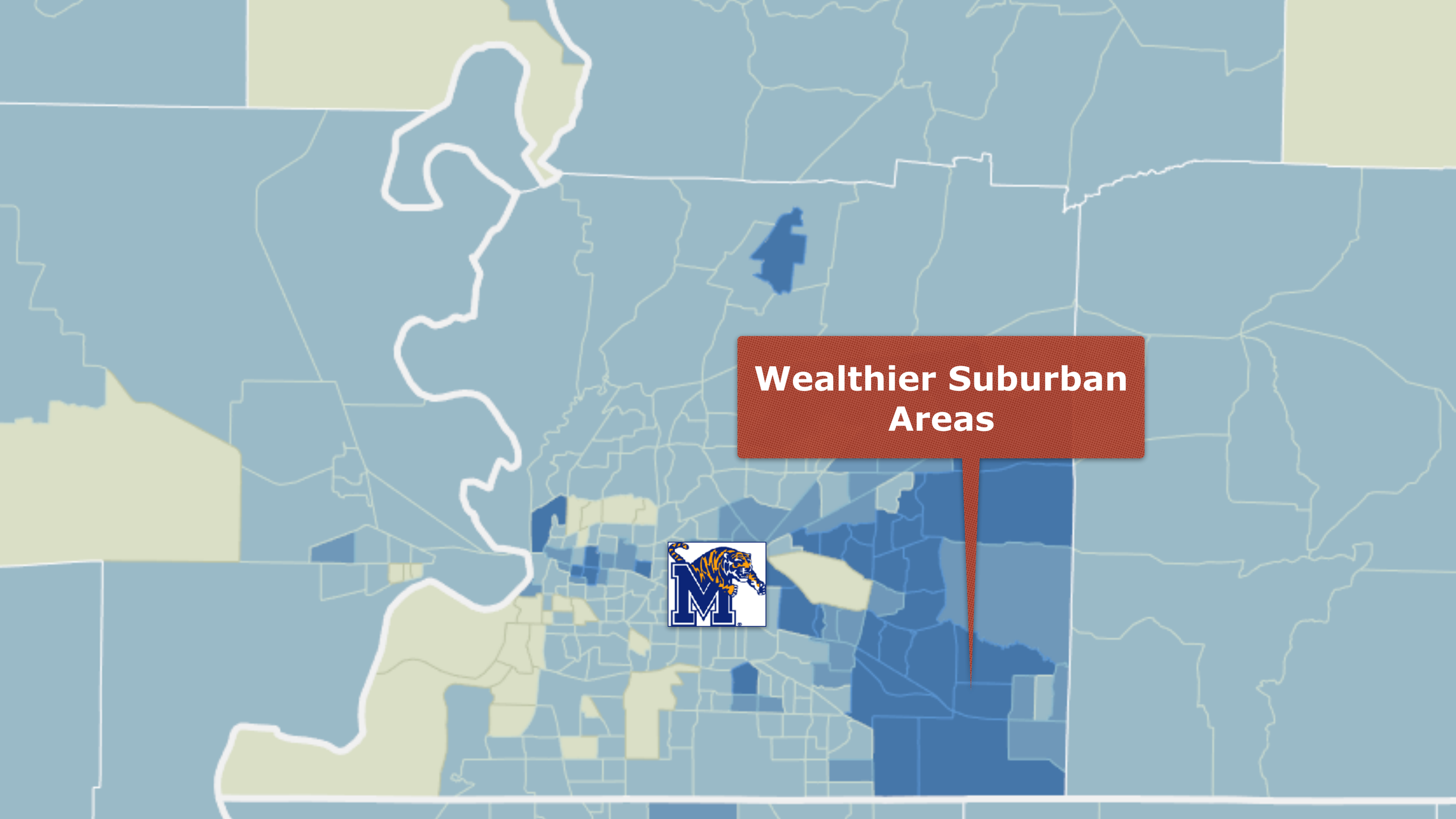
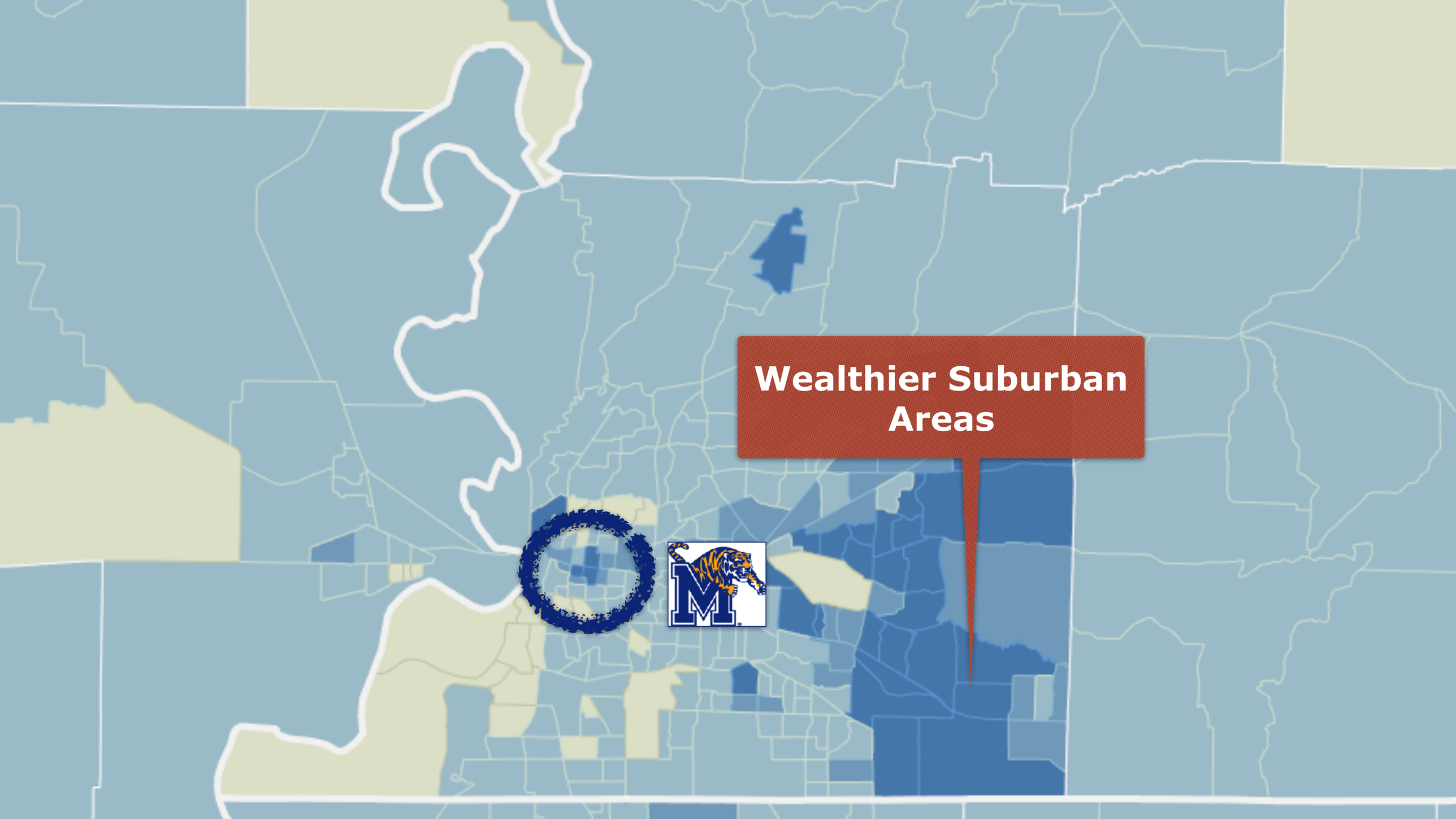

Evansville
Powell
Oak Ridge
Knoxville
WEALTHY SUBURBS
Farragut
Louisville
Rockford
Eagleton Village
Lenoir City


Where in Memphis would you find a high population of Asians?
Evansville
Powell
Oak Ridge
Knoxville
WEALTHY SUBURBS
Farragut
Louisville
Rockford
Eagleton Village
Lenoir City




Wealthier Suburban Areas


Wealthier Suburban Areas


Wealthier Suburban Areas

4A

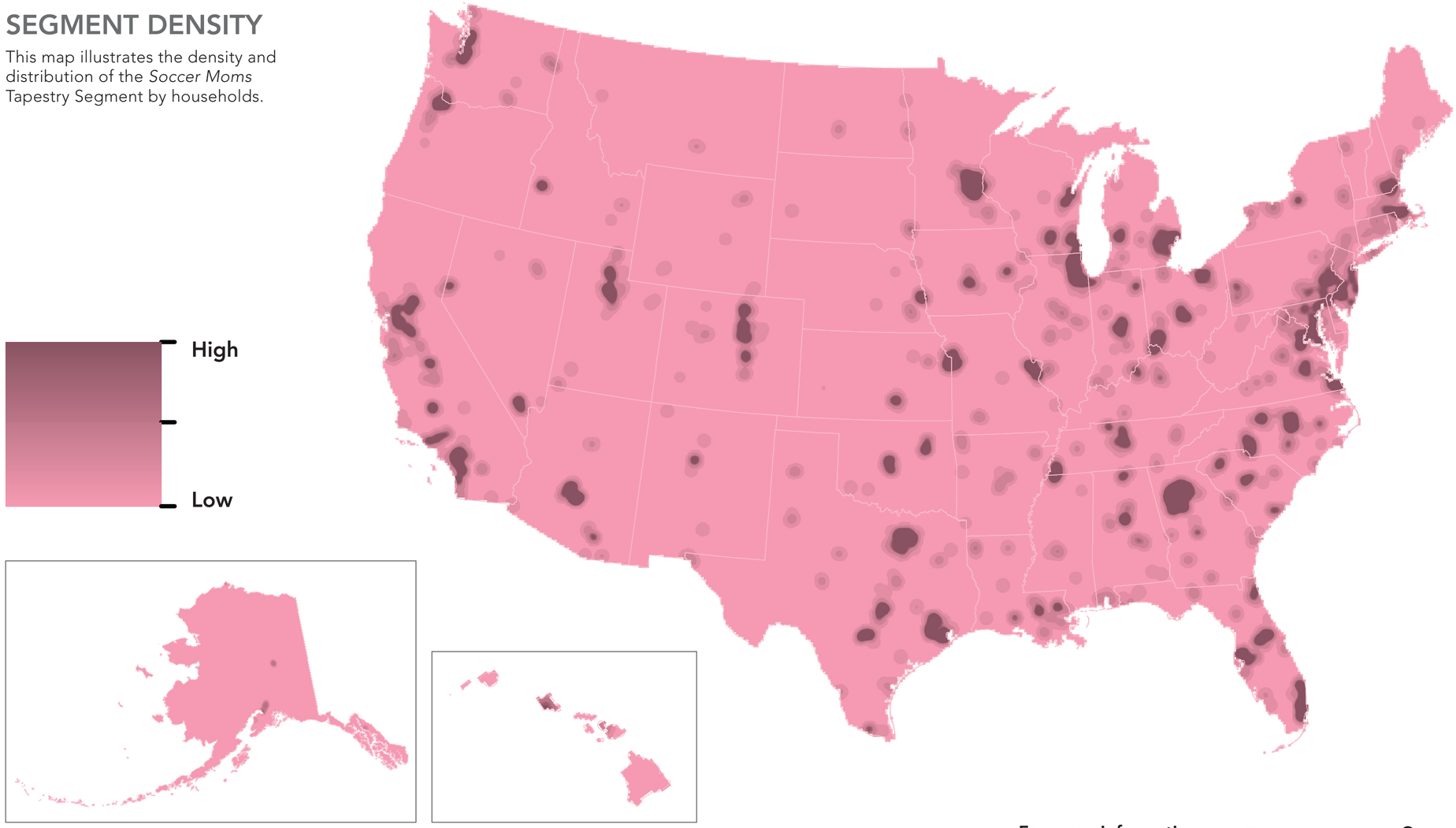
LifeMode Group: Family Landscapes

Soccer Moms

TAPESTRY SEGMENTATION
esri.com/tapestry

SEGMENT DENSITY

This map illustrates the density and distribution of the *Soccer Moms* Tapestry Segment by households.



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GIRLS SOCCER
DIVISION I

Tennessee Secondary School Athletic Association

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Home Classification Handbook Champions Member Schools
Calendar Feedback Sports Schedules Records Forms

How many AAA high schools are there in the state of Tennessee?

How many AAA high schools are there in the state of Tennessee?

115

Tennessee Secondary School Athletic Association

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How many different schools have won a Girls Soccer State Championship?

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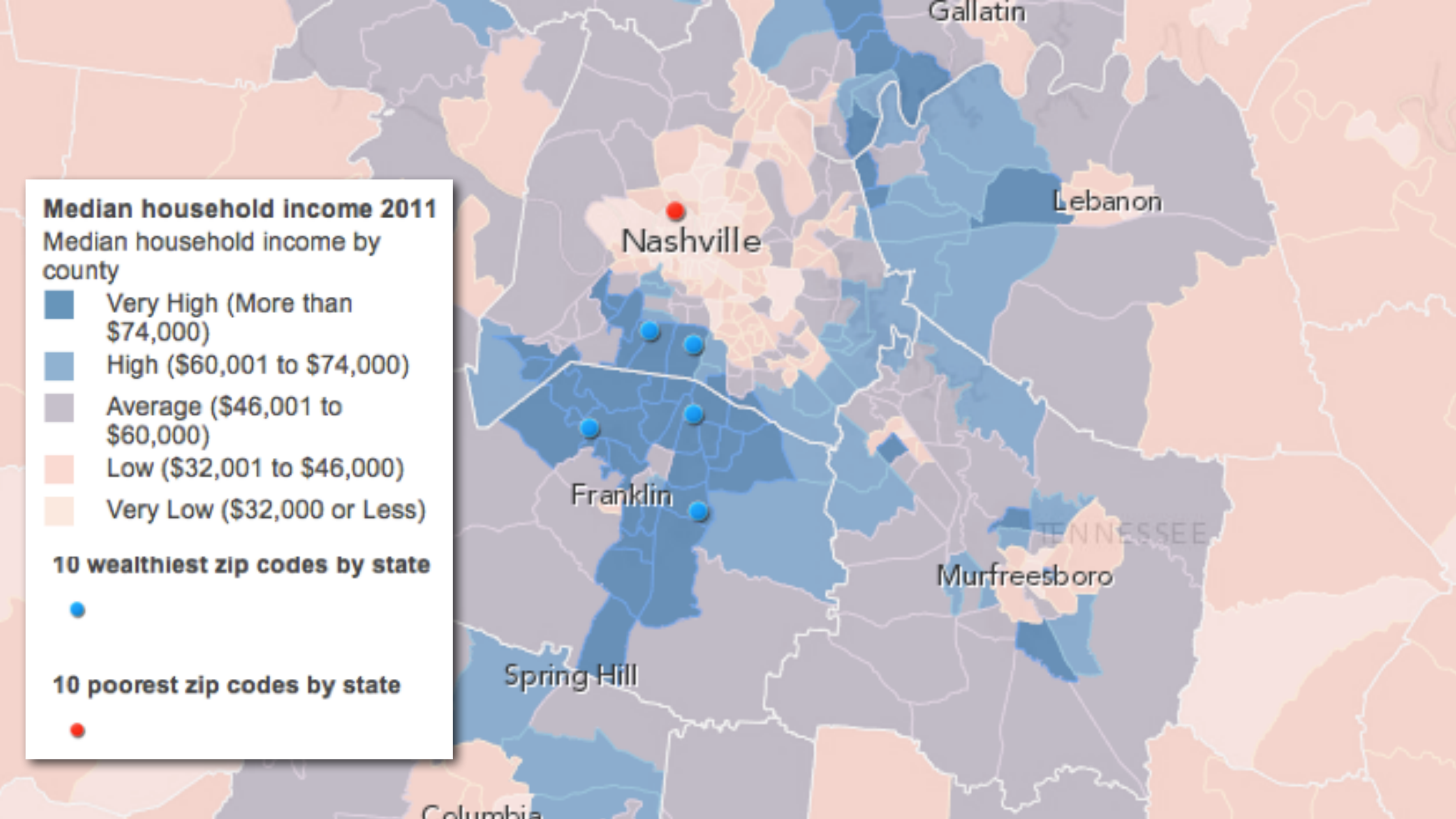
115

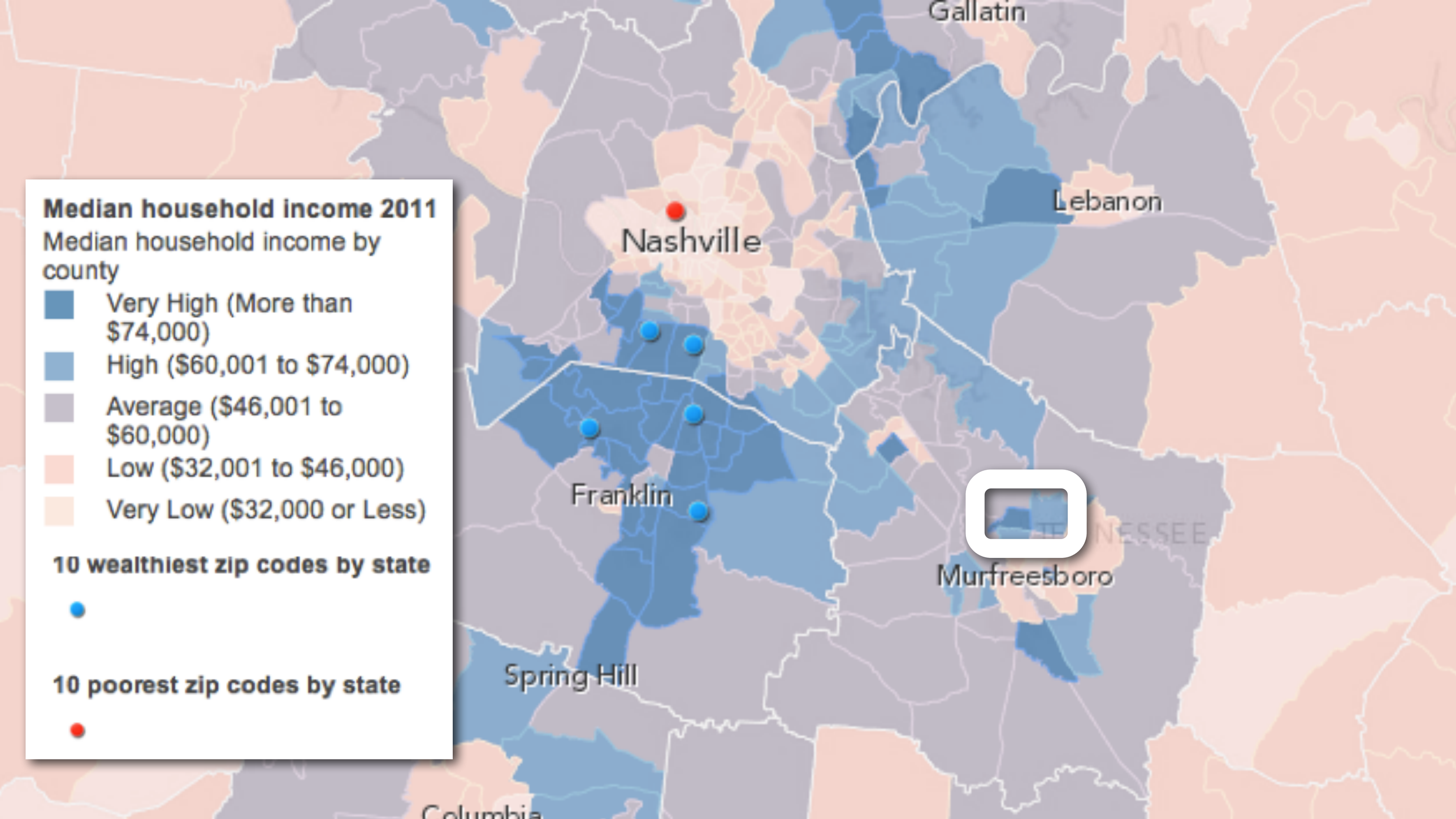
How many different schools have won a Girls Soccer State Championship?

7

Anderson Co. High School	Dyer Co. High School	Lawrence Co. High School	Sevier Co. High School
Antioch High School	East Hamilton High School	Lebanon High School	Seymour High School
Arlington High School	Farragut High School	Lenoir City High School	Shelbyville Central High School
Bartlett High School	Franklin Co. High School	Lincoln Co. High School	Siegel High School
Bearden High School	Franklin High School	Maryville High School	Smyrna High School
Beech Senior High School	Gallatin High School	McGavock High School	Soddy Daisy High School
Blackman High School	Germantown High School	McMinn Co. High School	South Doyle High School
Bolton High School	Gibbs High School	Melrose High School	Southwind High School
Bradley Central High School	Glencliff High School	Memphis Central High School	Springfield High School
Brentwood High School	Hamilton High School	Memphis East High School	Station Camp High School
Brighton High School	Hardin Co. High School	Millington Central High School	Stewarts Creek High School
Campbell Co. High School	Hardin Valley Academy	Morristown-Hamblen High School East	Stone Memorial High School
Cane Ridge High School	Hendersonville High School	Morristown-Hamblen High School West	Sullivan Central High School
Centennial High School	Henry Co. High School	Mt. Juliet High School	Summit High School
Cherokee High School	Heritage High School	Munford High School	Tennessee High School
Clarksville High School	Hillsboro High School	Northeast High School	Tullahoma High School
Cleveland High School	Hillwood High School	Northwest High School	Volunteer High School
Clinton High School	Houston High School	Oak Ridge High School	Walker Valley High School
Cocke Co. High School	Hunters Lane High School	Oakland High School	Warren Co. High School
Coffee Co. Central High School	Independence High School	Ooltewah High School	West Creek High School
Collierville High School	Jefferson Co. High School	Overton High School	West High School
Columbia Central High School	John Overton High School	Portland High School	White Co. High School
Cookeville High School	Karns High School	Powell High School	White Station High School
Cordova High School	Kenwood High School	Ravenwood High School	Whitehaven High School
Cumberland Co. High School	Kingsbury High School	Rhea Co. High School	William Blount High School
Daniel Boone High School	Kirby High School	Ridgeway High School	Wilson Central High School
David Crockett High School	Knoxville Central High School	Riverdale High School	Wooddale High School
Dickson Co. High School	Knoxville Halls High School	Rossview High School	
Dobyns Bennett High School	LaVergne High School	Science Hill High School	

AAA Girls Soccer
State Championship Schools


Median household income 2011
Median household income by county
Very High (More than $74,000)
High ($60,001 to $74,000)
Average ($46,001 to $60,000)
Low ($32,001 to $46,000)
Very Low ($32,000 or Less)
10 wealthiest zip codes by state
10 poorest zip codes by state
Gallatin
Lebanon
Nashville
Franklin
TENNESSEE
Murfreesboro
Spring Hill
Columbia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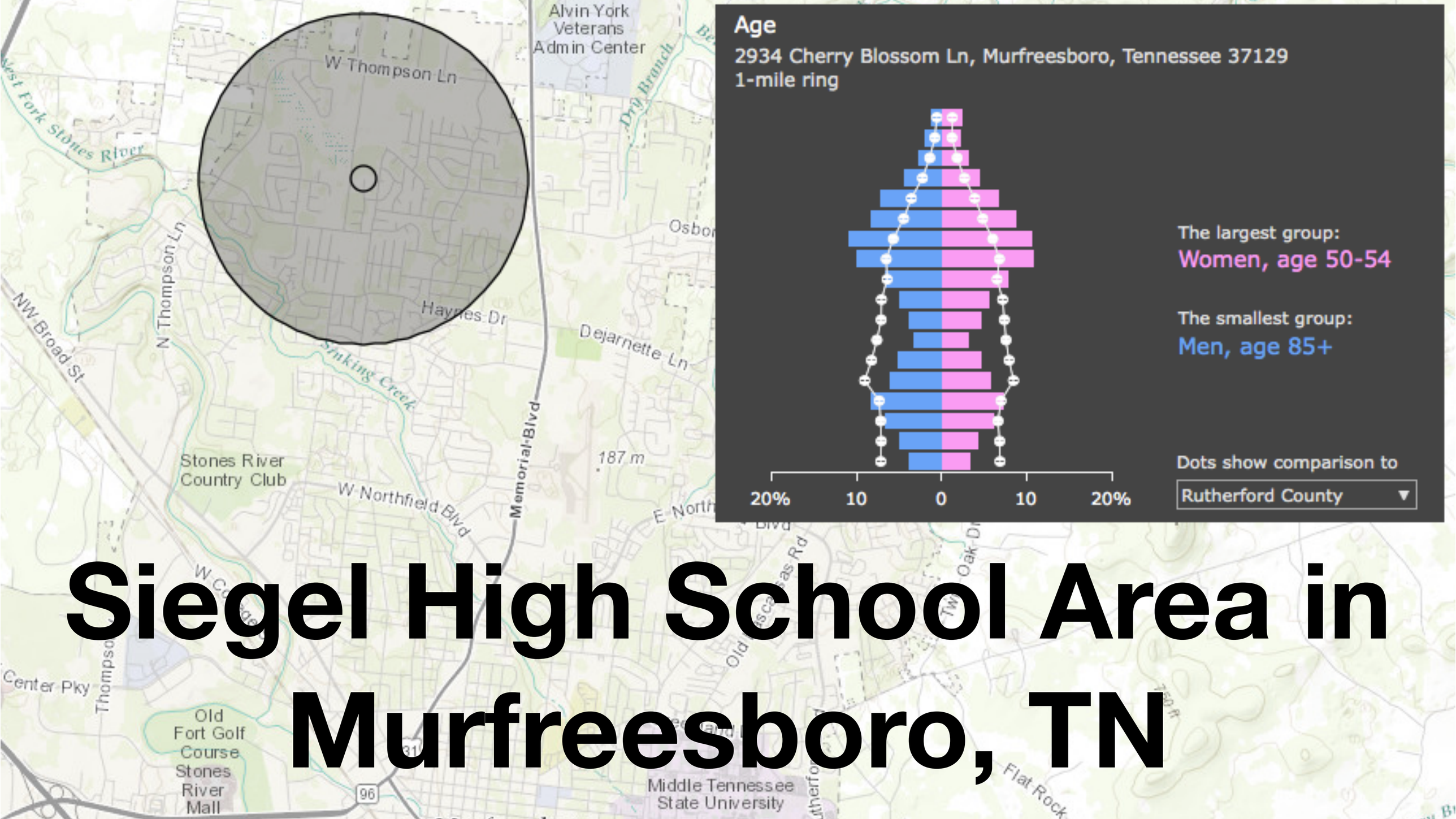
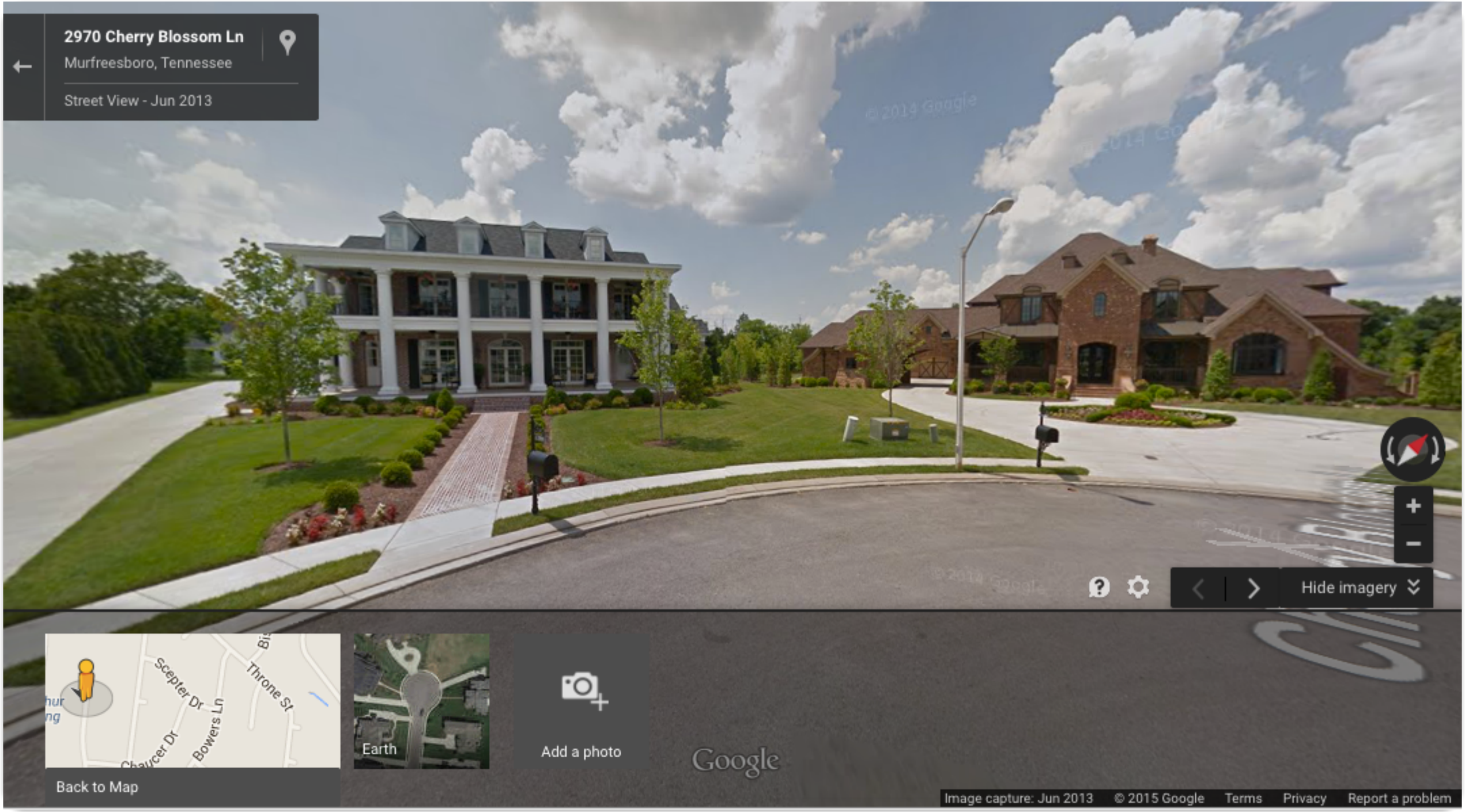
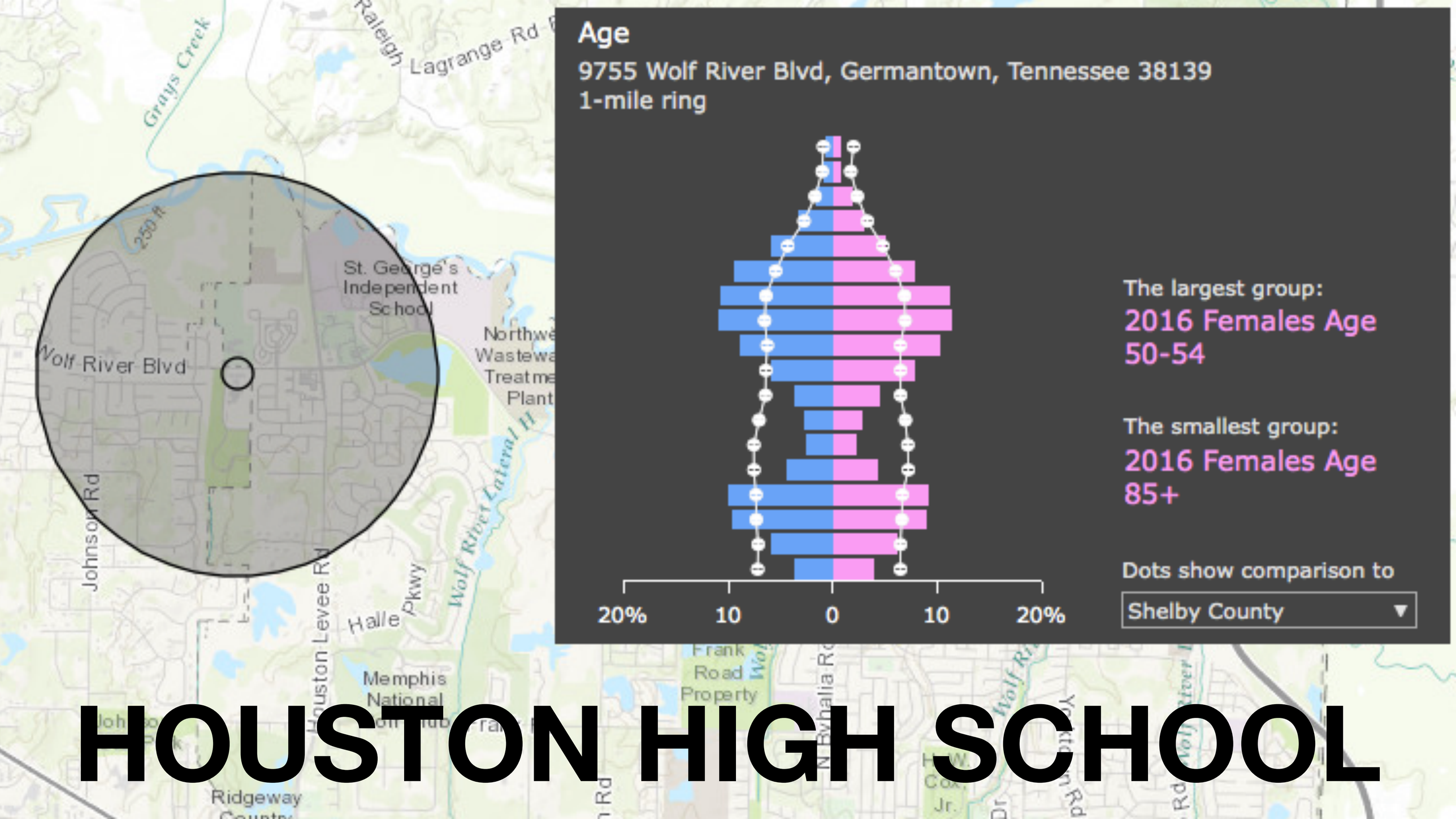
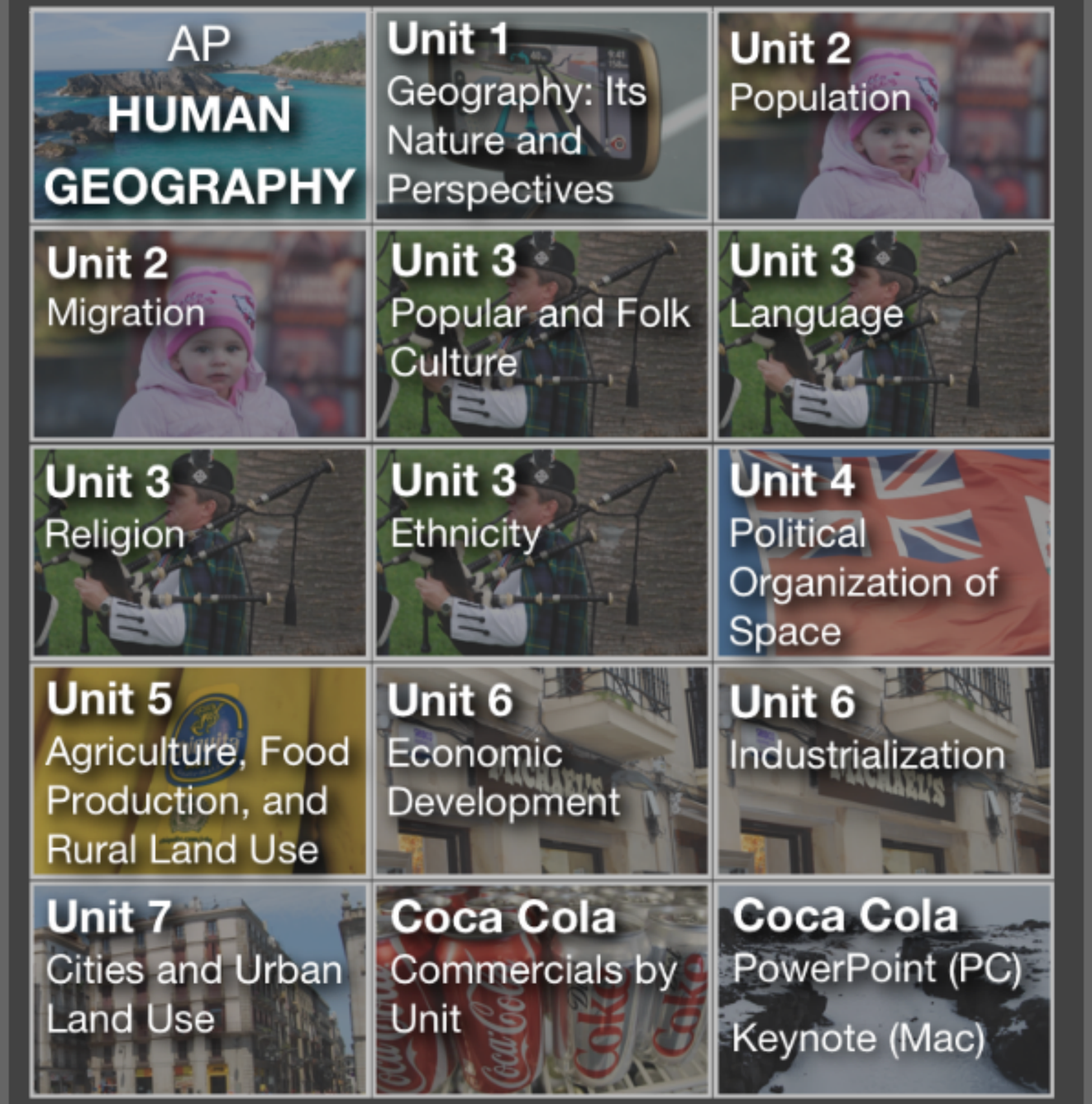


Siegel High School Area in Murfreesboro, TN


2970 Cherry Blossom Ln
Murfreesboro, Tennessee
Street View - Jun 2013
Hide imagery
Scepter Dr
Throne St
Bowers Ln
Chaucer Dr
Back to Map
Earth
Add a photo
Google
Image capture: Jun 2013
© 2015 Google
Terms
Privacy
Report a problem



HOUSTON HIGH SCHOOL



The videos on the above pages are meant to enhance an AP Human Geography lesson. Some of the videos are serious, and some are silly. Some of the videos are controversial and intended for class discussion and debate. Some of the pages will have prompts / questions to accompany the videos. Please preview the video before showing in class.

AP HUMAN GEOEOGRAPHY

VIDEO PAGE

The videos on the above pages are meant to enhance an AP Human Geography lesson. Some of the videos are serious, and some are silly. Some of the videos are controversial and intended for class discussion and debate. Some of the pages will have prompts / questions to accompany the videos. Please preview the video before showing in class.

AP HUMAN GEOEOGRAPHY

VIDEO PAGE

Click on the picture to view the video in a new window. Each video has a prompt for students to reflect on while viewing.

Cultural Patterns and Processes

Ethnicity

Click on the picture to view the video in a new window. Each video has a prompt for students to reflect on while viewing.

Cultural Patterns and Processes

Ethnicity

VIDEO PROMPTS / QUESTIONS

1. Explain what the video means by referring to the contradictions of Berlin (referencing the food). What is meant by referring to certain foods as democratizing? (2:12)
2. Discuss how the people in the video feel about being Asian-American. (1:31)
3. Compare and contrast the children video with the adult video. What did the children know or understand about the term "race?" (1:31)
4. Explain the quote from the short video: "A simple pair of chopsticks carries thousands of years of Chinese culture and emotion." Using examples from the short video describe how Chinese culture is similar to American culture. (1:35)
5. Explain how this video is an example of cultural diffusion. Why is KFC popular in Japan? (0:30)
6. Explain why there are two versions of the same commercial? How are they different? What does the commercial describe Canadians? (1:05)
7. Describe how the commercial depicts Japanese culture. (1:29)
8. Explain who the target audience is for this commercial. What "western" culture is evident in the

5
6
GOOD AS GOLD
Foods the Americas Gave the World

5
6
GOOD AS GOLD

1

2

3

4

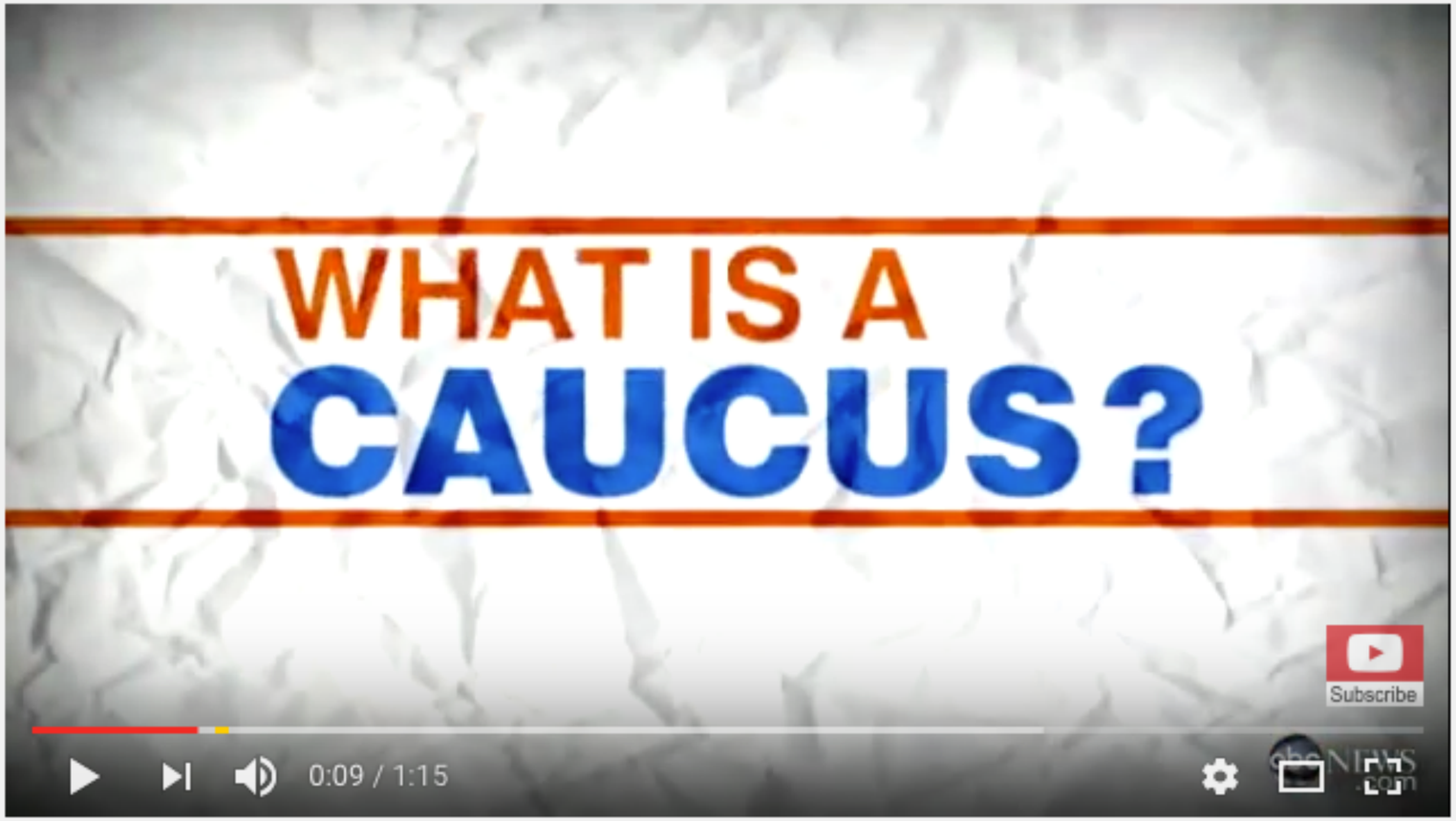
5

6

7

8

What is a caucus?



Iowa Caucuses Explained: The First Electoral Event of 2012

ABC News

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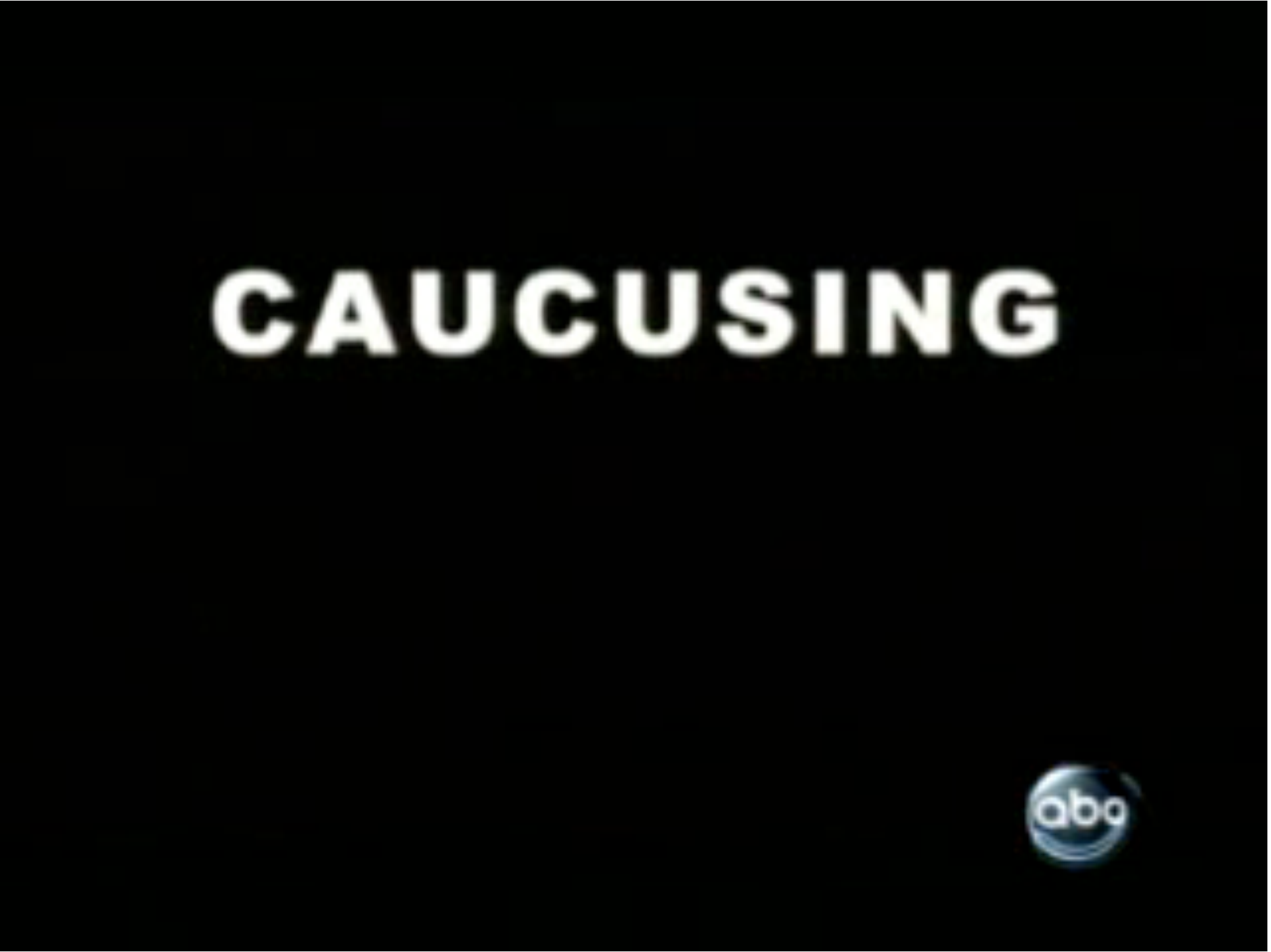
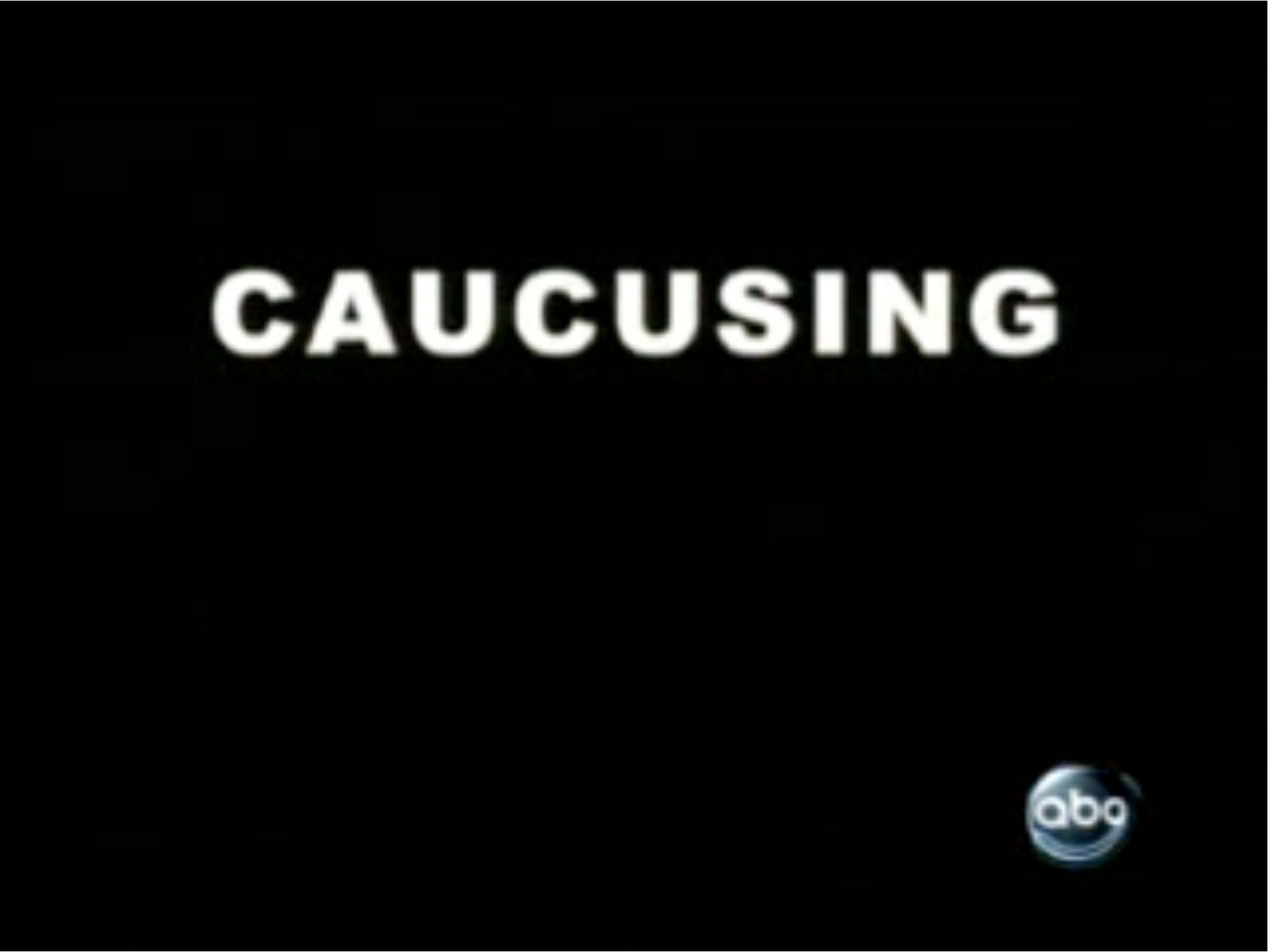


What is a caucus? How does it work?



What is a caucus? How does it work?

HOW THE IOWA CAUCUSES WORK

democrats | republicans

OPENING BUSINESS	THE CAUCUS	OTHER BUSINESS	AFTER THE CAUCUS	
1. Initial preference groups	2. Determine viability	3. Realignment	4. Determine delegates	5. Select delegates

4. Determine delegates:
A formula determines how many delegates each viable group gets. Those results are immediately reported to the state party, and the number of delegates is projected and announced to the media.

$$\frac{\text{Number in preference group} \times \text{Number of delegates to be elected}}{\text{Total number of participants}} = \text{Delegates to the group}$$

In the example shown, the formula for Candidate A's group would be as follows:

$$\frac{\text{No. in group } \mathbf{28} \times \text{Total delegates } \mathbf{2}}{\text{Total participants: } \mathbf{100}} = \text{Delegates } \mathbf{.56} = \text{Round up from 0.5 } \mathbf{1}$$

Caucus Questions / Guidelines

- How many people are in the classroom? _____
- How many people in the classroom make-up 15% of the class? _____ **(must have 3 votes minimum)**
- Who do you want to vote for **and why**?
- If the person you vote for does not have at least **15%** of the vote (or 3 votes minimum), then you will need to select someone else from the list of 8 candidates.

In which would you like to live?

In which would you like to live?

- 1- North Carolina
- 2- Georgia
- 3- Illinois
- 4- New York
- 5- Montana
- 6- Oregon
- 7- Nevada
- 8- Kansas

Caucus Voting Example…Best Fast Food

Caucus Voting Example…Best Fast Food

- 1- McDonalds
- 2- Subway
- 3- Wendy’s
- 4- Burger King
- 5- Taco Bell
- 6- Pizza Hut
- 7- KFC
- 8- Popeyes

Caucus Voting Example…Best Fast Food

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Your favorite may not run.

Caucus Voting Example…Best Fast Food

- 1- McDonalds
- 2- Subway
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- 5- Taco Bell
- 6- Pizza Hut
- 7- KFC
- 8- Popeyes

Chick-fil-A

Your favorite may not run.

The Best President Out of the Last 8

The Best President Out of the Last 8

- 1- Barack Obama
- 2- George W. Bush
- 3- Bill Clinton
- 4- George H.W. Bush
- 5- Ronald Reagan
- 6- Jimmy Carter
- 7- Gerald Ford
- 8- Richard Nixon

Name these three men...

If you cannot name all three then have a seat.

Facing History & Ourselves Honors

Check Grades

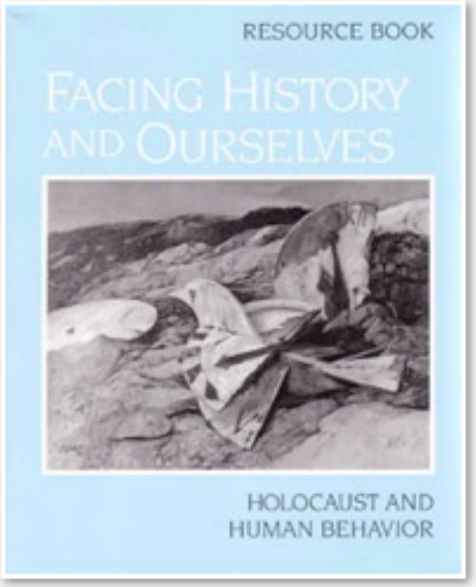
Class Information

Syllabus
Facing History Daily Lesson Plans 2016
Honors Assignments.pdf
Classroom Rules
Parent Letter

Readings / Downloads

Holocaust Timeline.pdf

Holocaust and Human Behavior Textbook



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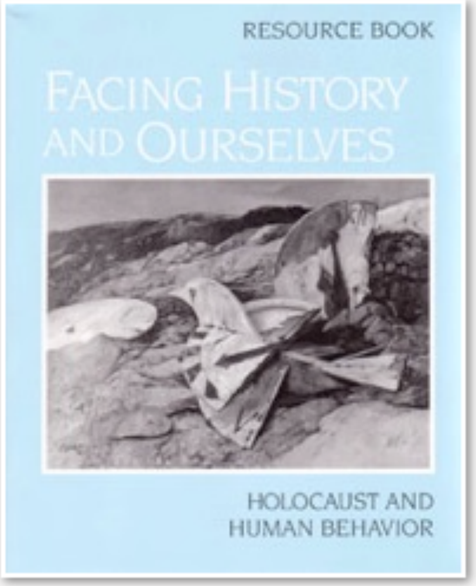

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2015 Readings

CHAPTER 3 READING 14

Holocaust and Human Behavior

PAGE 146

Who will vote for the following parties:

SDP- Social Democratic

KPD- Communist

Nazi- National Socialist German Workers' Party

Person	SPD (Social Democrat)	KPD (Communist)	Nazi
Hermann Struts			
Otto Hauptmann			
Erich von Ronheim			
Karl Schmidt			
Wilhelm Schultz			
Elisabeth von Kohler			
Gerda Muenchen			

Person	SPD (Social Democrat)	KPD (Communist)	Nazi
Hermann Struts			X
Otto Hauptmann	X		
Erich von Ronheim			X
Karl Schmidt		X	
Wilhelm Schultz			X
Elisabeth von Kohler	X		
Gerda Muenchen		X	

seeds by GLASS

AP Human Geography

What is an example from the video for each of the following:

- Population
- Migration
- Popular Culture
- Folk Culture
- Langauge
- Religion
- Ethnicity
- Political
- Agriculture
- Development
- Industry
- Services/ Transportation
- Urban
- Environment