Mrs. Gawlik 8th Grade US History April 8-12, 2019

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|  | Monday 4-8 | Tuesday 4-9 | Wednesday 4-10 | Thursday 4-11 | Friday 4-12 |
| Materials/Agenda | Chapter 11.3 Guided Reading 396-400 | PSAT | Chapter 11.3 Critical Thinking p396-400 | M-STEP | 11.4 Guided Reading p401-405 |
| Standard |  8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices •immigration and the growth of nativism • race relations • class relations |  |  8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices •immigration and the growth of nativism • race relations • class relations |  | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices •immigration and the growth of nativism • race relations • class relations |
| Content Objective(Student Will Demonstrate…) | Knowledge of the significance of cotton and the cotton gin (8 – U4.2.1) by reading and discussing pages 396-400 |  | Knowledge of the significance of cotton and the cotton gin (8 – U4.2.1) by reading and discussing pages 396-400 |  | Understanding of the problems Americans faced when they moved Westward (8 – U4.2.1) by reading and discussing page 401-405 with A/B partner. |
| Language Objective(Student Will…)WIDALanguage ObjectiveWIDA/504/Spec. Ed Accommodations(Reading- follow along with teacher; writing-model teacher note taking, answer questions; speaking- practice/model language using US History terminology and the English language. | Write to answer questions about how cotton and the cotton gin affected the south using a guided reading with 70% accuracy. |  | Write to answer questions about how cotton and the cotton gin affected the south using a guided reading with 3 out of 4 correct. |  | Write to answer questions about the problems Americans faced when they moved westward using sentence stems with 70% accuracy |
| Vocabulary |  |  |  |  |  |
| Differentiation/Modifications | \*Individual learning \*A/B Partner think-pair-share \* Google Classroom  |  | \*Whole group and individual learning\*Modeling\*A/B Partner think-pair-share \* Google Classroom  |  | Whole group and \*Modeling\*A/B Partner think-pair-share \* Guided Reading  |
| Activity/Exit Ticket/Key Questions to promote inquiry  | Chapter 11.3 Guided Reading 396-400 | PSAT | Chapter 11.3 Critical Thinking p396-400 | M-STEP | 11.4 Guided Reading p401-405 |

Mrs. Gawlik reserves the right to change or alter these plans at any time.