Mrs. Gawlik 8th Grade US History January 28 to February 1, 2019

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|  | Monday 1-28 | Tuesday 1-29 | Wednesday 1-30 | Thursday 1-31 | Friday 2-1 |
| Materials/Agenda | Chapter 9.1 p310-313 | Chapter 9.2 p314-319 | Chapter 9.2 p314-319 | Chapter 9.3 p322-326 | Chapter 9.3 p322-326 |
| Standard | 8 – U4.1.3 Challenge of Political Conflict – Explain  how political parties emerged out of the competing  ideas, experiences, and fears of Thomas Jefferson  and Alexander Hamilton (and their followers),  despite the worries the Founders had concerning  the dangers of political division, by analyzing  disagreements over  • relative power of the national government (e.g.,  Whiskey Rebellion, Alien and Sedition Acts) and of  the executive branch (e.g., during the Jacksonian  era)  • foreign relations (e.g., French Revolution,  relations with Great Britain)  • economic policy (e.g., the creation of a national  bank, assumption of revolutionary debt) | 8 – U4.1.3 Challenge of Political Conflict – Explain  how political parties emerged out of the competing  ideas, experiences, and fears of Thomas Jefferson  and Alexander Hamilton (and their followers),  despite the worries the Founders had concerning  the dangers of political division, by analyzing  disagreements over  • relative power of the national government (e.g.,  Whiskey Rebellion, Alien and Sedition Acts) and of  the executive branch (e.g., during the Jacksonian  era)  • foreign relations (e.g., French Revolution,  relations with Great Britain)  • economic policy (e.g., the creation of a national  bank, assumption of revolutionary debt) | 8 – U4.1.3 Challenge of Political Conflict – Explain  how political parties emerged out of the competing  ideas, experiences, and fears of Thomas Jefferson  and Alexander Hamilton (and their followers),  despite the worries the Founders had concerning  the dangers of political division, by analyzing  disagreements over  • relative power of the national government (e.g.,  Whiskey Rebellion, Alien and Sedition Acts) and of  the executive branch (e.g., during the Jacksonian  era)  • foreign relations (e.g., French Revolution,  relations with Great Britain)  • economic policy (e.g., the creation of a national  bank, assumption of revolutionary debt) | 8 – U4.1.3 Challenge of Political Conflict – Explain  how political parties emerged out of the competing  ideas, experiences, and fears of Thomas Jefferson  and Alexander Hamilton (and their followers),  despite the worries the Founders had concerning  the dangers of political division, by analyzing  disagreements over  • relative power of the national government (e.g.,  Whiskey Rebellion, Alien and Sedition Acts) and of  the executive branch (e.g., during the Jacksonian  era)  • foreign relations (e.g., French Revolution,  relations with Great Britain)  • economic policy (e.g., the creation of a national  bank, assumption of revolutionary debt) | 8 – U4.1.3 Challenge of Political Conflict – Explain  how political parties emerged out of the competing  ideas, experiences, and fears of Thomas Jefferson  and Alexander Hamilton (and their followers),  despite the worries the Founders had concerning  the dangers of political division, by analyzing  disagreements over  • relative power of the national government (e.g.,  Whiskey Rebellion, Alien and Sedition Acts) and of  the executive branch (e.g., during the Jacksonian  era)  • foreign relations (e.g., French Revolution,  relations with Great Britain)  • economic policy (e.g., the creation of a national  bank, assumption of revolutionary debt) |
| Content Objective  (Student Will Demonstrate…) | Understanding of the outcome of the election of 1800 (U4.1.3) by completing critical thinking questions. | Understanding of the importance of the purchase and exploration of the Louisiana Territory (U4.1.3) by completing a guided reading. | Understanding of the importance of the purchase and exploration of the Louisiana Territory (U4.1.3) by completing critical thinking questions. | Understanding of how Jefferson responded to entanglements with foreign nations (U4.1.3) using a guided reading. | Understanding of how Jefferson responded to entanglements with foreign nations (U4.1.3) using critical thinking questions. |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/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 with A/B partner about the outcome of the election of 1800 using critical thinking questions with 80% accuracy. | Write to answer questions of the importance of the purchase and exploration of the Louisiana Territory using a guided reading with 80% accuracy. | Write to answer questions of the importance of the purchase and exploration of the Louisiana Territory using critical thinking questions with 6 out of 9 correct. | Write to answer questions of how Jefferson responded to entanglements with foreign nations using a guided reading with 80% correct. | Write to answer questions of how Jefferson responded to entanglements with foreign nations using critical thinking questions with 7 out of 8 correct. |
| Vocabulary | Laissez Faire, Judicial Review, Continental Divide, Expedition | Laissez Faire, Judicial Review, Continental Divide, Expedition | Laissez Faire, Judicial Review, Continental Divide, Expedition | Laissez Faire, Judicial Review, Continental Divide, Expedition | Laissez Faire, Judicial Review, Continental Divide, Expedition |
| Differentiation/Modifications |  | Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Guided Reading | Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \*Guided Reading | \* individual learning |  |
| Activity/Exit Ticket/Key Questions to promote inquiry | Chapter 9.1 p310-313 | Chapter 9.2 p314-319 | Chapter 9.2 p314-319 | Chapter 9.3 p322-326 | Chapter 9.3 p322-326 |

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