Mrs. Gawlik 8th Grade US History January 7-11, 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 1-7 | Tuesday 1-8 | Wednesday 1-9 | Thursday 1-10 | Friday 11-11 |
| Materials/Agenda | Chapter 8.1 p282-287 | Chapter 8.1 p282-287 | Chapter 8.2 p290-293 | Chapter 8.2 p290-293 | Chapter 8.3 p294-297 |
| 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 how President Washington set the course for the new nation by completing a guided reading. | Understanding of how President Washington set the course for the new nation by completing critical thinking questions on Google Classroom. | Understanding of how two political parties were formed by completing a guided reading. | Understanding of how two political parties were formed by completing critical thinking questions on Google Classroom. | Understanding of how the actions of Britain and France affected the United States by completing a guided reading. |
| 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 explain with A/B partner how President Washington set course for the new nation using a guided reading with 75% accuracy. | Write to answer questions of how President Washington set the course for the new nation using questions from Chapter 8.1 with 3 out 4 correct. | Write to answer questions with A/B partner about how two political parties were formed using a guided reading with 75% accuracy. | Write to answer questions about how two political parties were formed using questions from Chapter 8.2 with 3 out of 4 correct. | Write to answer questions about how two political parties were formed using a guided reading from Chapter 8.3 with 75% accuracy. |
| Vocabulary |  |  |  |  |  |
| Differentiation/Modifications | Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Guided Reading | Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Guided Reading | Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Guided Reading | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*A/B Partner think-pair-share  \*Guided Reading |  |
| Activity/Exit Ticket/Key Questions to promote inquiry | Chapter 8.1 p282-287 | Chapter 8.1 p282-287 | Chapter 8.2 p290-293 | Chapter 8.2 p290-293 | Chapter 8.3 p294-297 |

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