Mrs. Gawlik 8th Grade US History March 11-15, 2019

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|  | Monday 3-11 | Tuesday 3-12 | Wednesday 3-13 | Thursday 3-14  Vocab Quiz | Friday 3-15 |
| Materials/Agenda | Chapter 10.4 Guided Reading p355-359 | Chapter 10.4 Critical Thinking p355-359 | Chapter 10.5 Guided Reading p362-367 | Chapter 10.5 Critical Thinking p632-637 | Chapter 10 Study Guide |
| Standard | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. | 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. |
| Content Objective  (Student Will Demonstrate…) | Understanding of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) by completing a guided reading. | Understanding of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) by completing critical thinking questions on Google Classroom. | Understanding of the economic crisis of 1837 (8 – U4.1.2) by completing a fill in the blank guided reading. | Understanding of the economic crisis of 1837 (8 – U4.1.2) by completing critical thinking questions. | Understanding how the United States gained a sense of confidence despite issues it faced (8 – U4.1.2) by completing a study guide. |
| 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 fill in the blank of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) using a guided reading with 3 out of 4 correct. | Write to fill in the blank of why Jackson forced the Native Americans from the Southeast (8.U4.1.2) using critical thinking questions with 75% correct. | Write to fill in the blank to explain the economic crisis of 1837 using a guided reading with 75% accuracy. | Write to explain the economic crisis of 1837 using critical thinking questions with 3 out of 4 correct. | Write to answer questions about how the United States gained a sense of confidence despite issues it faced using a study guide. |
| Vocabulary | No new vocabulary | No new vocabulary | No new vocabulary | No new vocabulary | No new vocabulary |
| Differentiation/Modifications | Whole group and  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading | \*Individual learning  \*A/B Partner think-pair-share  \* Google Classroom | \*Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading | \*Whole group and individual learning  \*Modeling  \*A/B Partner think-pair-share  \* Google Classroom | \*Whole group and individual learning  \*A/B Partner think-pair-share |
| Activity/Exit Ticket/Key Questions to promote inquiry | Chapter 10.4 Guided Reading p355-359 | Chapter 10.4 Critical Thinking p355-359 | Chapter 10.5 Guided Reading p362-367 | Chapter 10.5 Critical Thinking p632-637 | Chapter 10 Study Guide |

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