Mrs. Gawlik 8th Grade US History March 18-22, 2019

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|  | Monday 3-18 | Tuesday 3-19 | Wednesday 3-20 | Thursday 3-21 | Friday 3-22 |
| Materials/Agenda | Unit 3 Study Guide | Chapter 10 Test | Unit 3 Post Test | Unit 4 Pretest | Begin Chapter 11.1 p378-409 |
| 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 – U4.2.1 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…) | Understanding how the United States gained a sense of confidence despite issues it faced (8 – U4.1.2) by completing a study guide with 75% accuracy. | Understanding of how the nation displayed a growing sense of national pride and identity by completing an assessment with at least 14/19 correct. | Understanding how the United States gained a sense of confidence despite issues it faced (8 – U4.1.2) by completing an assessment with 17/24 correct. | Understanding how the United States gained a sense of confidence despite issues it faced (8 – U4.1.2) by completing a study guide. | Understanding of how the new technology of the industrial revolution (8 – U4.2.1) changed the way Americans lived by completing a guided reading with 75% accuracy. |
| 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 how the United States gained a sense of confidence despite issues it faced using a study guide with 75% accuracy | Write to answer questions of how the nation displayed a growing sense of national pride and identity using an assessment with at least 14/19 correct. | Write to answer questions about how the United States gained a sense of confidence despite issues it faced using an assessment with 17/24 correct. | Write to answer questions about how the United States gained a sense of confidence despite issues it faced using a study guide. | Write to answer questions about how the new technology of the industrial revolution changed the way Americans live using a guided reading with A/B partner and 75% accuracy. |
| 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  \*Modeling  \*A/B Partner think-pair-share  \* Guided Reading |
| Activity/Exit Ticket/Key Questions to promote inquiry | 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 | Unit 3 Study Guide |

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