**Teacher Name : Leslie Baloga Subject : US Studies I Start Date(s): October 14, 2019 Grade Level (s): 9th Grade**

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| **Building : DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | No School  Columbus Day |  |  |  |  | Formative-  Summative-  Student Self - Assessment- |
| 2 | .  **Students will compare and contrast the beliefs of John Adams and Thomas Jefferson.** | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * Using the information from the Power Point and the reading, answer the following questions and be prepared to discuss with the class: * How did Adams compare to Washington? * How did U.S. policy towards France change under Adam’s administration? * Were the Alien and Sedition Acts justified under the circumstances. Explain. * Why do you think the Framers did not foresee the problem the emerged during the election of 1800? | SG | Powerpoint  Computers  Internet | Formative- questions  Summative-  Student Self - Assessment- |
| 3 | Students will critique the successes and failures of the Jefferson administration | 2 | Students will take part of a classroom lecture then be expected work on the following:   * Review the information on page 207 that discusses “How Can the Supreme Court Declare Laws to Be Unconstitutional?” * Write a summary paragraph that explains the effects of Marbury v. Madison on the federal government today. * Do research on the internet and find specific examples of laws that the Supreme Court ruled to be unconstitutional. | Sg | Powerpoint  Computers  internet | Formative-reflection  Summative-  Student Self - Assessment- |
| 4 | Students will explain how judicial review shaped the role of the federal courts. | 3 | Students will take part of a classroom lecture then be expected to work on the following:   * Students will conduct further research on Jefferson’s presidency. * You will then create a poster illustrating why his election in 1800 marked a significant turning point in US political history. * Must include graphics with a description. | SG | Powerpoint  Computers  internet | Formative- poster  Summative-  Student Self - Assessment- |
| 5 | Students will analyze the causes and effects of the War of 1812 | 2 | Students will take part of a classroom lecture then be expected to work on the following:   * Locate the original poem written by Francis Scott Key. * Translate the poem into everyday language. * Then find a copy of the Star Spangled Banner. * Compare the national anthem with the poem and provide possible reasons why parts of the poem were omitted or changed. | SG | Power Point  Computers  Internet | Formative- poem  Summative-  Student Self - Assessment- |
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