**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 SchoolColumbus 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- questionsSummative- 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 | PowerpointComputersinternet | Formative-reflectionSummative- 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 | PowerpointComputersinternet | Formative- posterSummative- 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 PointComputersInternet  | Formative- poemSummative- Student Self - Assessment- |
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