

Lynn Emery  
8th grade American History

+	MONDAY 3-19-18	TUESDAY 3-20-18	WEDNESDAY 3-21-18	THURSDAY 3-22-18	FRIDAY 3-23-18 ½ day Records Day
<b>CONTENT STANDARD</b>	8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise	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 <ul style="list-style-type: none"> <li>• 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)</li> <li>• foreign relations (e.g., French Revolution, relations with Great Britain)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)</li> </ul>	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 – U4.1.3 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) <ul style="list-style-type: none"> <li>• foreign relations (e.g., French Revolution, relations with Great Britain)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)</li> </ul>	Catch up day  Rewards by hour if earned
<b>CONTENT OBJECTIVE:</b>  <b>LEARNING TARGET:</b>	SWBAT demonstrate knowledge of how America established its place in the world and its conflicts facing the new nation with the establishment of a national judiciary and its power by completing a test on chapter 9.  I can complete a test on Chapter 9.	SWBAT demonstrate comprehension of Clay, Calhoun, and Webster's political views on economy affected the country by completing a graphic organizer to show each congressman's stand and why.  I can explain Calhoun and Webster's beliefs on what was best for America.	SWBAT demonstrate comprehension of Monroe Doctrine by writing an explanation of the document on a graphic organizer.  I can write to explain the Monroe Doctrine and the countries it affected.	Students will be able to explain how the conflict between Adams and Jackson was created and affected the political parties by listening to section and completing the guided notes.  I can write to complete guided notes on Chapter 10 section 3.	Reward day by hour if earned
<b>LANGUAGE OBJECTIVE:</b>	6-8 Level 2 Recount Writing Completing sentence using word banks and multiple choice	6-8 Level 2 Recount Speaking Stating main ideas or points of classroom conversations. A/B partners. Calhoun believes _____ should happen. Webster believes ___ should	6-8 Level 2 Recount Writing Completing sentence using word banks.(sentence stems)	6-8 Level 2 Recount Writing Completing sentence using word banks and multiple choice	

Lynn Emery  
8th grade American History

		happen			
<b>Vocabulary:</b>	Laissez Faire Expedition Continental divide Tribute	Write in notebooks	matching		Vocabulary tests
<b>Differentiation:</b>					