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| Week of 1/22 – 1/26 | Monday | Tuesday | Wednesday  | Thursday  | Friday ½ day |
|  Lesson | 1. Review Video clip answers with your table
2. At table groups, write out 3 reasons for and 3 reasons against declaring war
3. Choose a side of the room (pro war/antiwar) with the group there discuss points that could be used to convince the other side to change their minds.
4. Listen 9.4 to and discuss aspects of the War of 1812
 | 1. Complete chapter 9 study guide
 | 1. Play review game
 | 1. Take chapter 9 test
 | PBIS CELEBRATION  |
| Content Objective | Students will be able to demonstrate analysis of the War of 1812 and its effects on the United states, and it’s relationships with other nations by reviewing the facts and debating with others. | Students will be able to demonstrate knowledge of Washington’s Farewell, how America established its place in the world, the political conflicts facing the new nation and the establishment of a national judiciary and its power by completing a review of chapter 9. | Students will be able to demonstrate knowledge of Washington’s Farewell, how America established its place in the world, the political conflicts facing the new nation and the establishment of a national judiciary and its power by completing a review game of chapter 9. | Students will be able to demonstrate knowledge of Washington’s Farewell, how America established its place in the world, the political conflicts facing the new nation and the establishment of a national judiciary and its power by completing a test on chapter 9. | PBIS CELEBRATION |
| Language Objective | Students will orally discuss their rational for choosing to be pro war or antiwar.  | Students will write to demonstrate knowledge of the challenges and accomplishments the new nation faced. | Students will write to demonstrate knowledge of the challenges and accomplishments the new nation faced. | Students will write to demonstrate knowledge of the challenges and accomplishments the new nation faced. | PBIS CELECBRATION |
| Learning Target | I can discuss the view point of many American leaders regarding declaring war on Britain in 1812 and support my opinion of this topic. | I can complete a study guide about chapter 9 | I can play a game to show my knowledge of chapter 9 | I can complete the chapter 9 test. | PBIS CELEBRATION |
| Vocabulary |  |  |  |  | PBIS CELEBRATION |
| Assessment  | Debate | Study Guide | Review Game | Test | PBIS CELEBRATION |
| GLCE | 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 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. 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) • foreign relations (e.g., French Revolution, relations with Great Britain)• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) 8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. 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