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| Week of  | Monday2/17 | Tuesday2/18 | Wednesday2/19 | Thursday2/20 | Friday2/21 |
|  Lesson | No School | No School | 1. Unit 3 Test
 | 1. In INB, continue working on the chart for comparing the North, South and West.
 | 1. Go over the A changing nation test
2. Complete Unit 3 study guide
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| Content Objective | No School | No School | Students will be able to demonstrate comprehension of establishing America’s place in the world, Political Conflicts, national judiciary and it’s powers, and westward expansion. by completing a study guide. | Students will be able to demonstrate comprehension of the social and economic systems of the Northeast, the South and the Western Frontier with respect to geography, climate and the development of Agriculture, industry, labor force, transportation, and immigration, by accurately completing a comparison chart between the 3 regions. | Students will be able to demonstrate comprehension of the social and economic systems of the Northeast, the South and the Western Frontier with respect to geography, climate and the development of Agriculture, industry, labor force, transportation, and immigration, by accurately completing a comparison chart between the 3 regions. |
| Language Objective | No School | No School |  | Students will orally identify the regions and their agricultural products using sentence stems:In the South \_\_\_\_\_\_ is the main crop grown.In the North mostly \_\_\_\_\_\_ type of farming happens. | Students will orally name 3 differences between the north and the south using their charts as a reference. |
| Vocabulary | No School | No School |  |  |  |
| Assessment  | No School | No School | Test | Comparison chart | Comparison chart |
| GLCE | No School | No School | 8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.the Louisiana Purchase, the removal of Indigenous Peoples from their ancestralhomelands, the Mexican-American War, the growth of a system of commercialagriculture, and the idea of Manifest Destiny.Examples may include but are not limited to: The Indian Removal Act of 1830(the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty ofFort Wayne (1809).8 – U4.1.4 Establishing a National Judiciary and its Power – use *Marbury v. Madison* to explain the development of the power of the Supreme Court through the doctrine of judicial review.8 – U4.2.4 Consequences of Expansion – develop an argument based on evidenceabout the positive and negative consequences of territorial and economic expansionon Indigenous Peoples, efforts to maintain and sustain the institution of slavery, andthe relations between free and slave-holding states.8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations. | 8 – U4.2.1 Comparing the Northeast and the South – compare and contrastthe social and economic systems of the Northeast, the South, and the WesternFrontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and thedevelopment of:• agriculture, including changes in productivity, technology, supply and demand,and price.• industry, including the entrepreneurial development of new industries, such astextiles.• the labor force, including labor incentives and changes in labor forces.• transportation, including changes in transportation (steamboats and canalbarges) and the impact on economic markets and prices.• immigration and the growth of nativism.• race relations.• class relations. |