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| 8th gradeSocial Studies | Monday2-20 | Tuesday2-21 | Wednesday2-22 | Thursday2-23 | Friday2-24 |
| Content OBJECTIVE: | No School | No School | Students will be able to demonstrate synthesis of the expansion, conquest and settlement of the west through the removal of American Indians (Trail of Tears) from their native lands by reading a primary sources and creating a poster. | Students will be able to demonstrate synthesis of the expansion, conquest and settlement of the west through the removal of American Indians (Trail of Tears) from their native lands by reading a primary sources and creating a poster. | Students will be able demonstrate comprehension of chapter 10 material (Indian removal act, Monroe doctrine, Jackson era) by completing a review guide of the content. |
| Language OBJECTIVE | No School | No School | Students will be able to orally explain how the Indian removal act and the trail of tears affected Native Americans. | Students will write to explain how the Indian removal act and the trail of tears affected Native Americans. | Students will write to explain their knowledge of Indian removal act, Monroe doctrine, and the Jackson era. |
| VOCABULARY: | No School | No School | No vocabulary this week | No Vocabulary this week | No vocabulary this week |
| GLCE: | No School | No School | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, **the removal of American Indians (Trail of Tears) from their native lands,** the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny | 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, **the removal of American Indians (Trail of Tears) from their native lands,** the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny | 8 – U 4.2 |
| Activity | No School | No School | Primary sources | Poster | Chapter 10 Study Guide |