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| Week of | Monday  2/4 | Tuesday  2/5 | Wednesday  2/6 | Thursday  2/7 | Friday  2/8  Half day |
| Lesson | 1. Data Folders  2. Pass back all papers  3. Put chapter 10 vocabulary into notebooks page 29 | 1. Read chapter 10, section 1 340-344  2. Answer all questions and turn in paper | 1. Cut out Clay, Calhoun, Webster interactive and glue in on page 29  2. Describe each senator using page 341 in the text and the power point notes | 1. Vocabulary quiz  2. research and create a presentation for 3 supreme court cases (case name, facts, decision, importance) | Pep Rally |
| Content Objective |  | Students will be able to demonstrate comprehension of how the federal power of the federal government continues to grow, establishing Americas place in the world by explaining the Era of Good Feelings and how the Economy continued to build. | Students will be able to demonstrate comprehension of the competing views of Clay, Calhoun, and Webster by summarizing text on an interactive notebook page. | Students will be able to demonstrate evaluation of the development of the Supreme Court through interpreting the powers of the national government through specific court cases by reflecting on specific cases, its facts and the importance of the results and displaying the results. | Pep Rally |
| Language Objective |  | Students will be able write to answer how the federal power of the federal government continues to grow, establishing Americas place in the world Using complete sentences and key vocabulary words. | Students will be able to orally describe the competing views of Clay, Calhoun, and Webster using sentence stems:  1. Clay’s main political view was …  2. Calhoun’s main political view was…  3. Webster’s main political view was… | Students will be able to orally identify the development of the Supreme Court through interpreting the powers of the national government through specific court cases using complete sentences. | Pep Rally |
| Vocabulary | 1. Capitalism  2. interstate commerce  3. dumping  4. contract  5. charter  6. Monroe doctrine  7. cede  8. self-government  9. caucus  10. suffrage  11. spoils system |  |  | Vocabulary quiz | Pep Rally |
| Assessment | Vocabulary | Questions | Interactive notebook page | research | Pep Rally |
| 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 – 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 – U4.1.4 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. Ogden). |  |