**Road Map and Learning Targets/Objectives for Mr. Kay’s Class**

**8th Grade Social Studies**

**Chapter 8**

**8th Grade Social Studies:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapter 8 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Tear and Share group presentations for Chapter 8**
5. **On-Line Quizzes Chapter 8 sections 1, 2, 3, and 4(Exit Ticket)**
6. **Cornell Notes: Chapter 8 (Note taking)**
7. **Tear and Share covering chapter 8 sections 1, 2, 3, and 4 (Cooperative learning)**
8. **Power Point Review Presentations for chapter 8 sections 1 through 4**
9. **War of 1812 Project**
10. **Assessments and Extended Learning Opportunities**
11. **Five Big 3 Warm Ups this week: 1st set of Big 3 Warm Ups for 2nd Semester. Turn in 1st set of Big 3 Warm Ups next Monday.**
12. **\*Chapter 8 Exam next Tuesday, February 12th.**
13. **Cornell Notes for Chapter 8 are due next week.**
14. **Last chance to turn in Chapter 8 Guided Reading on Monday, February 4th.**
15. **Chapter 8 Study Guide for extended learning opportunity will be passed out on Friday.**
16. **War of 1812 Project due next Monday on February 11th.**
17. **Turn in Chapter 8 Study Guide the day of the exam.**

**\*Subject to modification and change throughout the week**

**8th Grade Social Studies:**

C. **Learning Targets and Objectives  
 \*Students will be able to** **Locate and explain the battles of the war using a map**

**\*Students will be able to identify key concepts based on the War of 1812**

**\*Students will be able to identify key figures and explain their significance in the War of 1812**

**\*Students will be able to explain the causes and effects of the War of 1812**

**\*Students will be able to explain how the election of 1800 marked the 1st peaceful transition in power from one political party another.**

**\*Students will be able to** **understand President Jefferson’s beliefs about the federal government were reflected in his policies.**

**\*Students will be able to Marbury v. Madison increased the power of the judicial branch of government.  
 \*Students will practice testing each other with critical thinking questions during Quiz Quiz trade learning activity.  
 \*Students will be able to remember, understand, analyze, evaluate, and create.**

**\*Students will be able to analyze the ideas in the Declaration of Independence.**

**\*Students will be able to explain that Marbury v. Madison increased the power of the judicial branch of government.**

**\*Students will be able to identify American settlers moved west, as control of the Mississippi River became more important to the U.S.**

**\*Students will be able to describe that he Louisiana Purchase almost doubled the size of the United States.**

**\*Students will be able to explain that expeditions led by Lewis, Clark, and Pike increased Americans’ understanding of the West.**

**\*Students will be able to understand that violations of U.S. neutrality led Congress to enact a ban on trade.**

**\*Students will be able to compare and contrast why Native Americans, Great Britain, and the U.S. came into conflict in the West.**

**\*Students will be able to explain why the War Hawks led a growing call for war with Great Britain.**

**\*Students will be able to describe why American forces held their own against the British in the early battles of the war.**

**\*Students will be able to analyze how the U.S. forces stopped British offensives in the East and South.**

**\*Students will be able to identify how the effects of the war included prosperity and national pride.**