

Week of 12-15-25 to 12-19-25

Mon. (12-15-25)

Topic: Chapter 18 Notes / Chapter 18 Terms (Due 1-1-26)

“I can” statement:

I can understand the reasons for the call for emancipation.

I can identify the significance of the Emancipation Proclamation.

I can analyze the response to the Emancipation Proclamation.

I can describe the role of African American soldiers in the war.

I can explain how people were upset with the war.

I can explain their anger over the draft laws.

I can identify economic effects of the war and resistance by enslaved Americans.

I can describe how women aided the war effort.

Assessment / Activity:

Chapter 18 Terms (Due 1-1-26)

Tues. (12-16-25)

Topic: Chapter 18 Notes / Chapter 18 Terms (Due 1-1-26) / Choosing Sides Map (Due 12-18-25)

“I can” statement:

I can understand the reasons for the call for emancipation.

I can identify the significance of the Emancipation Proclamation.

I can analyze the response to the Emancipation Proclamation.

I can describe the role of African American soldiers in the war.

I can explain how people were upset with the war.

I can explain their anger over the draft laws.

I can identify economic effects of the war and resistance by enslaved Americans.

I can describe how women aided the war effort.

Assessment / Activity:

Chapter 18 Terms (Due 1-1-26)

Choosing Sides Map (Due 12-18-25)

Wed. (12-17-25)

Topic: Chapter 18 Notes / Chapter 18 Terms (Due 1-1-26) / Choosing Sides Map (Due 12-18-25)

“I can” statement:

I can understand the reasons for the call for emancipation.

I can identify the significance of the Emancipation Proclamation.

I can analyze the response to the Emancipation Proclamation.

I can describe the role of African American soldiers in the war.

I can explain how people were upset with the war.

I can explain their anger over the draft laws.

I can identify economic effects of the war and resistance by enslaved Americans.

I can describe how women aided the war effort.

Assessment / Activity:

Chapter 18 Terms (Due 1-1-26)

Choosing Sides Map (Due 12-18-25)

Thurs. (12-18-25)

Topic: Chapter 18 Notes / Chapter 18 Terms (Due 1-1-26) / Stonewall Jackson Reading (Due 12-19-25)

“I can” statement:

I can understand the reasons for the call for emancipation.

I can identify the significance of the Emancipation Proclamation.

I can analyze the response to the Emancipation Proclamation.

I can describe the role of African American soldiers in the war.

I can explain how people were upset with the war.

I can explain their anger over the draft laws.

I can identify economic effects of the war and resistance by enslaved Americans.

I can describe how women aided the war effort.

Assessment / Activity:

Chapter 18 Terms (Due 1-1-26)

Stonewall Jackson Reading (Due 12-19-25)

Fri. (12-19-25)

Topic: Chapter 18 Notes / Chapter 18 Terms (Due 1-1-26) / Stonewall Jackson Reading (Due 12-19-25)

“I can” statement:

I can understand the reasons for the call for emancipation.

I can identify the significance of the Emancipation Proclamation.

I can analyze the response to the Emancipation Proclamation.

I can describe the role of African American soldiers in the war.

I can explain how people were upset with the war.

I can explain their anger over the draft laws.

I can identify economic effects of the war and resistance by enslaved Americans.

I can describe how women aided the war effort.

Assessment / Activity:

Chapter 18 Terms (Due 1-1-26)

Stonewall Jackson Reading (Due 12-19-25)

Week of 12-8-25 to 12-12-25

Mon. (12-8-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the effects of new technology on the war.

I can explain the significance of the Battle of Antietam.

I can explain the significance of the Battle of Shiloh.

I can describe how the Union gained control of the Mississippi.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Tues. (12-9-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the effects of new technology on the war.
I can explain the significance of the Battle of Antietam.
I can explain the significance of the Battle of Shiloh.
I can describe how the Union gained control of the Mississippi.
Assessment / Activity:
Chapter 17 Terms (Due 12-11-25)

Wed. (12-10-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the effects of new technology on the war.
I can explain the significance of the Battle of Antietam.
I can explain the significance of the Battle of Shiloh.
I can describe how the Union gained control of the Mississippi.
Assessment / Activity:
Chapter 17 Terms (Due 12-11-25)

Thurs. (12-11-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the effects of new technology on the war.
I can explain the significance of the Battle of Antietam.
I can explain the significance of the Battle of Shiloh.
I can describe how the Union gained control of the Mississippi.
Assessment / Activity:
Chapter 17 Terms (Due 12-11-25)

Fri. (12-12-25)

Topic: Civil War Video Sheet (Due 12-12-25)

“I can” statement:

I can describe how the Civil War developed through key battles, strategies, and experiences of soldiers.
Assessment / Activity:
Civil War Video Sheet (Due 12-12-25)

Week of 12-1-25 to 12-5-25

Mon. (12-1-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can explain how Lincoln and Davis dealt with political challenges.
I can describe how soldiers were affected by conditions in camp.
I can explain the role of women in the war.
Assessment / Activity:
Chapter 17 Terms (Due 12-11-25)

Tues. (12-2-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can explain how Lincoln and Davis dealt with political challenges.

I can describe how soldiers were affected by conditions in camp.

I can explain the role of women in the war.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Wed. (12-3-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can explain how Lincoln and Davis dealt with political challenges.

I can describe how soldiers were affected by conditions in camp.

I can explain the role of women in the war.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Thurs. (12-4-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25) / Clara Barton Reading (Due 12-5-25)

“I can” statement:

I can explain how Lincoln and Davis dealt with political challenges.

I can describe how soldiers were affected by conditions in camp.

I can explain the role of women in the war.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Clara Barton Reading (Due 12-5-25)

Fri. (12-5-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25) / Clara Barton Reading (Due 12-5-25)

“I can” statement:

I can explain how Lincoln and Davis dealt with political challenges.

I can describe how soldiers were affected by conditions in camp.

I can explain the role of women in the war.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Clara Barton Reading (Due 12-5-25)

Week of 11-24-25 to 11-28-25

Mon. (11-24-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the strengths and weaknesses of each side at the start of the war.

I can explain the significance of the Battle of Bull Run.

I can identify Union and Confederate strategies.

Assessment / Activity:
Chapter 17 Terms (Due 12-11-25)

Tues. (11-25-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the strengths and weaknesses of each side at the start of the war.

I can explain the significance of the Battle of Bull Run.

I can identify Union and Confederate strategies.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Wed. (11-26-25)

Topic: Chapter 17 Notes / Chapter 17 Terms (Due 12-11-25)

“I can” statement:

I can describe the strengths and weaknesses of each side at the start of the war.

I can explain the significance of the Battle of Bull Run.

I can identify Union and Confederate strategies.

Assessment / Activity:

Chapter 17 Terms (Due 12-11-25)

Thurs. (11-27-25) — *No School (Thanksgiving)*

Fri. (11-28-25) — *No School*

Week of 11-17-25 thru 11-21-25

Mon. 11-17-25

Topic: Chapter 15 Notes / Chapter 15 Terms (Due 11-25-25) / Dred Scott Reading (Due 11-26-25)

“I can” statement:

Students will be able to explain why the Republican Party was formed.

Students will be able to summarize the effects of the Dred Scott case.

Students will be able to analyze the Lincoln-Douglas debates.

Students will be able to evaluate the impact of John Brown’s raid on Harpers Ferry.

Students will be able to analyze why the Democratic Party split in the Election of 1860.

Students will be able to identify the issues of the Election of 1860.

Students will be able to describe the secession of the Southern states from the Union.

Students will be able to explain the Union’s response to secession.

Assessment / Activity: Chapter 15 Terms (Due 11-25-25) / Dred Scott Reading (Due 11-26-25)

Tues. 11-18-25

Topic: Chapter 15 Notes / Chapter 15 Terms (Due 11-25-25) / Dred Scott Reading (Due 11-26-25)

“I can” statement:

Students will be able to explain why the Republican Party was formed.

Students will be able to summarize the effects of the Dred Scott case.

Students will be able to analyze the Lincoln-Douglas debates.

Students will be able to evaluate the impact of John Brown’s raid on Harpers Ferry.

Students will be able to analyze why the Democratic Party split in the Election of 1860.

Students will be able to identify the issues of the Election of 1860.

Students will be able to describe the secession of the Southern states from the Union.

Students will be able to explain the Union's response to secession.

Assessment / Activity: Chapter 15 Terms (Due 11-25-25) / Dred Scott Reading (Due 11-26-25)

Wed. 11-19-25

Topic: Chapter 15 Notes / Chapter 15 Terms (Due 11-25-25)

"I can" statement:

Students will be able to explain why the Republican Party was formed.

Students will be able to summarize the effects of the Dred Scott case.

Students will be able to analyze the Lincoln-Douglas debates.

Students will be able to evaluate the impact of John Brown's raid on Harpers Ferry.

Students will be able to analyze why the Democratic Party split in the Election of 1860.

Students will be able to identify the issues of the Election of 1860.

Students will be able to describe the secession of the Southern states from the Union.

Students will be able to explain the Union's response to secession.

Assessment / Activity: Chapter 15 Terms (Due 11-25-25)

Thurs. 11-20-25

Topic: Chapter 15 Notes / Chapter 15 Terms (Due 11-25-25) / Cotton in the South Map (Due 11-19-25)

"I can" statement:

Students will be able to explain why the Republican Party was formed.

Students will be able to summarize the effects of the Dred Scott case.

Students will be able to analyze the Lincoln-Douglas debates.

Students will be able to evaluate the impact of John Brown's raid on Harpers Ferry.

Students will be able to analyze why the Democratic Party split in the Election of 1860.

Students will be able to identify the issues of the Election of 1860.

Students will be able to describe the secession of the Southern states from the Union.

Students will be able to explain the Union's response to secession.

Assessment / Activity: Chapter 15 Terms (Due 11-25-25) / Cotton in the South Map (Due 11-19-25)

Fri. 11-21-25

Topic: Chapter 15 Notes / Riddles / Chapter 15 Terms (Due 11-25-25) / Cotton in the South Map (Due 11-19-25)

"I can" statement:

Students will be able to explain why the Republican Party was formed.

Students will be able to summarize the effects of the Dred Scott case.

Students will be able to analyze the Lincoln-Douglas debates.

Students will be able to evaluate the impact of John Brown's raid on Harpers Ferry.

Students will be able to analyze why the Democratic Party split in the Election of 1860.

Students will be able to identify the issues of the Election of 1860.

Students will be able to describe the secession of the Southern states from the Union.

Students will be able to explain the Union's response to secession.

Assessment / Activity: Chapter 15 Terms (Due 11-25-25) / Cotton in the South Map (Due 11-19-25)

Week of 11-10-25 thru 11-15-25

Mon. 11-10-25

Topic: Chapter 14 Notes, Chapter 14 Terms (Due 11-12-25)

"I can" statement:

Students will be able to identify and explain push/pull factors of immigration.

Students will be able to define a list of terms that are important to immigration and Chapter 14, A New Spirit of Change.

Students will be able to summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

Students will be able to explain and describe the experiences of Irish immigrants in the United States.

Students will be able to analyze the effects of immigration on U.S. cities and on public opinion.

Assessment / Activity: Chapter 14 Terms (Due 11-12-25)

Tues. 11-11-25

Topic: Chapter 14 Notes, Chapter 14 Terms (Due 11-12-25), Slavery in the South EdPuzzle (Due 11-13-25)

"I can" statement:

Students will be able to identify and explain push/pull factors of immigration.

Students will be able to define a list of terms that are important to immigration and Chapter 14, A New Spirit of Change.

Students will be able to summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

Students will be able to explain and describe the experiences of Irish immigrants in the United States.

Students will be able to analyze the effects of immigration on U.S. cities and on public opinion.

Assessment / Activity: Chapter 14 Terms (Due 11-12-25)

Wed. 11-12-25

Topic: Chapter 14 Notes, Chapter 14 Terms (Due 11-12-25), Slavery in the South EdPuzzle (Due 11-13-25), Denmark Vesey Reading (Due 11-13-25)

"I can" statement:

Students will be able to identify and explain push/pull factors of immigration.

Students will be able to define a list of terms that are important to immigration and Chapter 14, A New Spirit of Change.

Students will be able to summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

Students will be able to explain and describe the experiences of Irish immigrants in the United States.

Students will be able to analyze the effects of immigration on U.S. cities and on public opinion.

Assessment / Activity: Chapter 14 Terms (Due 11-12-25)

Thurs. 11-13-25

Topic: Chapter 14 Crossword (Due 11-14-25), Denmark Vesey Reading (Due 11-13-25)

"I can" statement:

Students will be able to identify and explain push/pull factors of immigration.

Students will be able to define a list of terms that are important to immigration and Chapter 14, A New Spirit of Change.

Students will be able to summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

Students will be able to explain and describe the experiences of Irish immigrants in the United States.

Students will be able to analyze the effects of immigration on U.S. cities and on public opinion.

Assessment / Activity: Chapter 14 Pretest, Chapter 14 Crossword (Due 11-14-25)

Fri. 11-14-25

Topic: Chapter 14 Test, Chapter 14 Crossword (Due 11-14-25)

"I can" statement:

Students will be able to identify and explain push/pull factors of immigration.

Students will be able to define a list of terms that are important to immigration and Chapter 14, A New Spirit of Change.

Students will be able to summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

Students will be able to explain and describe the experiences of Irish immigrants in the United States.

Students will be able to analyze the effects of immigration on U.S. cities and on public opinion.

Assessment / Activity: Chapter 14 Test

Week of: 11-3-25 to 11-7-25

Mon. 11-3-25

Topic: No School

“I can” statement: No class today.

Assessment / Activity: No activities today.

Tues. 11-4-25

Topic: Chapter 13 Notes / Chapter 13 Terms (Due 11-6-25) / Eli Whitney Reading (Due 11-5-25)

“I can” statement:

I can identify and explain push/pull factors of immigration.

I can define a list of terms important to the immigration and Chapter 14 A New Spirit of Change.

I can summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

I can explain and describe the experiences of Irish immigrants in the United States.

I can analyze the effects of immigration on U.S. Cities and on public opinion.

Assessment / Activity:

Eli Whitney Reading (Due 11-5-25)

Chapter 13 Terms (Due 11-6-25)

Wed. 11-5-25

Topic: Chapter 13 Notes / Eli Whitney Reading (Due 11-5-25) / Chapter 13 Terms (Due 11-6-25)

“I can” statement:

I can identify and explain push/pull factors of immigration.

I can define a list of terms important to the immigration and Chapter 14 A New Spirit of Change.

I can summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

I can explain and describe the experiences of Irish immigrants in the United States.

I can analyze the effects of immigration on U.S. Cities and on public opinion.

Assessment / Activity:

Eli Whitney Reading (Due 11-5-25)

Chapter 13 Terms (Due 11-6-25)

Thurs. 11-6-25

Topic: Chapter 13 Notes / Chapter 13 Crossword (Due 11-7-25) / Chapter 13 Terms (Due 11-6-25)

“I can” statement:

I can identify and explain push/pull factors of immigration.

I can define a list of terms important to the immigration and Chapter 14 A New Spirit of Change.

I can summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

I can explain and describe the experiences of Irish immigrants in the United States.

I can analyze the effects of immigration on U.S. Cities and on public opinion.

Assessment / Activity:

Chapter 13 Crossword (Due 11-7-25)

Chapter 13 Terms (Due 11-6-25)

Fri. 11-7-25

Topic: Chapter 13 Test / Chapter 13 Crossword (Due 11-7-25)

“I can” statement:

I can identify and explain push/pull factors of immigration.

I can define a list of terms important to the immigration and Chapter 14 A New Spirit of Change.

I can summarize reasons for Scandinavian and German immigration and identify where these immigrants settled.

I can explain and describe the experiences of Irish immigrants in the United States.

I can analyze the effects of immigration on U.S. Cities and on public opinion.

Assessment / Activity:

Chapter 13 Test

Chapter 13 Crossword (Due 11-7-25)

Week of: 10-27-25 to 10-31-25**Mon. 10-27-25**

Topic: Chapter 12 Notes / Chapter 12 Terms (Due 10-29-25)

“I can” statement:

I can identify and explain the trails used to settle the West.

I can define a list of terms that are important to the settling of the West and Manifest Destiny.

I can identify and explain the reasons and events that led to the Texas Revolution from Mexico.

I can identify and explain the land we received from Mexico and the steps we took to get it.

I can identify the major people involved in the struggle for Texas Independence.

Assessment / Activity:

Chapter 12 Terms (Due 10-29-25)

Tues. 10-28-25

Topic: Chapter 12 Notes / Chapter 12 Terms (Due 10-29-25) / The Alamo Reading (Due 10-29-25)

“I can” statement:

I can identify and explain the trails used to settle the West.

I can define a list of terms that are important to the settling of the West and Manifest Destiny.

I can identify and explain the reasons and events that led to the Texas Revolution from Mexico.

I can identify and explain the land we received from Mexico and the steps we took to get it.

I can identify the major people involved in the struggle for Texas Independence.

Assessment / Activity:

Chapter 12 Terms (Due 10-29-25)

The Alamo Reading (Due 10-29-25)

Wed. 10-29-25

Topic: Chapter 12 Notes / Chapter 12 Terms (Due 10-29-25) / The Alamo Reading (Due 10-29-25) / Gold Rush EdPuzzle (Due 10-31-25)

“I can” statement:

I can identify and explain the trails used to settle the West.

I can define a list of terms that are important to the settling of the West and Manifest Destiny.

I can identify and explain the reasons and events that led to the Texas Revolution from Mexico.

I can identify and explain the land we received from Mexico and the steps we took to get it.

I can identify the major people involved in the struggle for Texas Independence.

Assessment / Activity:

Gold Rush EdPuzzle (Due 10-31-25)

Thurs. 10-30-25

Topic: Chapter 12 Notes / Chapter 12 Crossword (Due 10-31-25) / Gold Rush EdPuzzle (Due 10-31-25)

“I can” statement:

I can identify and explain the trails used to settle the West.

I can define a list of terms that are important to the settling of the West and Manifest Destiny.

I can identify and explain the reasons and events that led to the Texas Revolution from Mexico.

I can identify and explain the land we received from Mexico and the steps we took to get it.

I can identify the major people involved in the struggle for Texas Independence.

Assessment / Activity:

Chapter 12 Crossword (Due 10-31-25)

Gold Rush EdPuzzle (Due 10-31-25)

Fri. 10-31-25

Topic: Chapter 12 Test / Chapter 12 Crossword (Due 10-31-25) / Gold Rush EdPuzzle (Due 10-31-25)

“I can” statement:

I can identify and explain the trails used to settle the West.

I can define a list of terms that are important to the settling of the West and Manifest Destiny.

I can identify and explain the reasons and events that led to the Texas Revolution from Mexico.

I can identify and explain the land we received from Mexico and the steps we took to get it.

I can identify the major people involved in the struggle for Texas Independence.

Assessment / Activity:

Chapter 12 Test

Chapter 12 Crossword (Due 10-31-25)

Gold Rush EdPuzzle (Due 10-31-25)

Week of: 10-20-25 to 10-24-25

Mon. 10-20-25

Topic: Chapter 11 Notes / Chapter 11 Terms (Due 10-22-25) / Beckwourth Reading (Due 10-22-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Beckwourth Reading (Due 10-22-25)

Tues. 10-21-25

Topic: Chapter 11 Notes / Beckwourth Reading (Due 10-22-25) / Chapter 11 Terms (Due 10-22-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Beckwourth Reading (Due 10-22-25)

Chapter 11 Terms (Due 10-22-25)

Wed. 10-22-25

Topic: Chapter 11 Notes / Westward Expansion EdPuzzle (Due 10-24-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Westward Expansion EdPuzzle (Due 10-24-25)

Thurs. 10-23-25

Topic: Chapter 11 Notes / Westward Expansion EdPuzzle (Due 10-24-25) / Chapter 11 Crossword (Due 10-27-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Chapter 11 Crossword (Due 10-27-25)

Fri. 10-24-25

Topic: Chapter 11 Test / Westward Expansion EdPuzzle (Due 10-24-25) / Chapter 11 Crossword (Due 10-27-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Westward Expansion Video (Due 10-24-25)

Week of: 10-13-25 to 10-17-25

Mon. 10-13-25

Topic: Chapter 11 Notes / Chapter 11 Terms (Due 10-23-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.

I can explain how settlers changed the western frontier as they began to tame the land.

I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.

I can explain how and why settlers on the Great Plains created new communities and a unique political movement.

Assessment / Activity:

Chapter 11 Terms (Due 10-23-25)

Tues. 10-14-25

Topic: Chapter 11 Notes / Chapter 11 Terms (Due 10-23-25) / Trails West Map (Due 10-15-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.
I can explain how settlers changed the western frontier as they began to tame the land.
I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.
I can explain how and why settlers on the Great Plains created new communities and a unique political movement.
Assessment / Activity:
Trails West Map (Due 10-15-25)

Wed. 10-15-25

Topic: Chapter 11 Notes / Chapter 11 Terms (Due 10-23-25) / Trails West Map (Due 10-15-25)

“I can” statement:

I can identify the trails used to explore and settle the West as the nation expanded.
I can explain how settlers changed the western frontier as they began to tame the land.
I can identify reasons why Native Americans and the U.S. government came into conflict over the land in the West.
I can explain how and why settlers on the Great Plains created new communities and a unique political movement.
Assessment / Activity:
Trails West Map (Due 10-15-25)

Thurs. 10-16-25

Topic: MEA NO SCHOOL

“I can” statement:

No school today due to MEA break.

Assessment / Activity:

None

Fri. 10-17-25

Topic: MEA NO SCHOOL

“I can” statement:

No school today due to MEA break.

Assessment / Activity:

None

Week of: 10-6-25 to 10-10-25

Mon. 10-6-25

Topic: Chapter 10 Notes / Chapter 10 Terms (Due 10-9-25)

“I can” statement:

I can explain the importance of the election of 1824.
I can explain why Jackson was known as the “People’s President.”
I can describe what the Spoils System is and how it began a new political era.
I can explain the conflict between whites and Native Americans in the Southeast.
I can evaluate and explain Jackson’s removal policy.
I can identify the route followed by the Trail of Tears.
I can explain what States Rights are and the issue over them.
I can describe how Jackson destroyed the 2nd National Bank.
I can explain how the Whig Party won the election of 1840.

Assessment / Activity:

Chapter 10 Terms (Due 10-9-25)

Tues. 10-7-25

Topic: Chapter 10 Notes / Sequoya Reading (Due 10-8-25) / Chapter 10 Terms (Due 10-9-25)

“I can” statement:

I can explain the importance of the election of 1824.

I can explain why Jackson was known as the “People’s President.”

I can describe what the Spoils System is and how it began a new political era.

I can explain the conflict between whites and Native Americans in the Southeast.

I can evaluate and explain Jackson’s removal policy.

I can identify the route followed by the Trail of Tears.

I can explain what States Rights are and the issue over them.

I can describe how Jackson destroyed the 2nd National Bank.

I can explain how the Whig Party won the election of 1840.

Assessment / Activity:

Sequoya Reading (Due 10-8-25)

Chapter 10 Terms (Due 10-9-25)

Wed. 10-8-25

Topic: Chapter 10 Notes / Sequoya Reading (Due 10-8-25) / Chapter 10 Terms (Due 10-9-25)

“I can” statement:

I can explain the importance of the election of 1824.

I can explain why Jackson was known as the “People’s President.”

I can describe what the Spoils System is and how it began a new political era.

I can explain the conflict between whites and Native Americans in the Southeast.

I can evaluate and explain Jackson’s removal policy.

I can identify the route followed by the Trail of Tears.

I can explain what States Rights are and the issue over them.

I can describe how Jackson destroyed the 2nd National Bank.

I can explain how the Whig Party won the election of 1840.

Assessment / Activity:

Sequoya Reading (Due 10-8-25)

Chapter 10 Terms (Due 10-9-25)

Thurs. 10-9-25

Topic: Chapter 10 Notes / Chapter 10 Terms (Due 10-9-25) / Jacksonian Democracy EdPuzzle (Due 10-10-25) / Chapter 10 Crossword (Due 10-10-25)

“I can” statement:

I can explain the importance of the election of 1824.

I can explain why Jackson was known as the “People’s President.”

I can describe what the Spoils System is and how it began a new political era.

I can explain the conflict between whites and Native Americans in the Southeast.

I can evaluate and explain Jackson’s removal policy.

I can identify the route followed by the Trail of Tears.

I can explain what States Rights are and the issue over them.

I can describe how Jackson destroyed the 2nd National Bank.

I can explain how the Whig Party won the election of 1840.

Assessment / Activity:

Jacksonian Democracy EdPuzzle (Due 10-10-25)

Chapter 10 Crossword (Due 10-10-25)

Fri. 10-10-25

Topic: Chapter 10 Test / Jacksonian Democracy EdPuzzle (Due 10-10-25) / Chapter 10 Crossword (Due 10-10-25)

“I can” statement:

I can explain the importance of the election of 1824.

I can explain why Jackson was known as the “People’s President.”

I can describe what the Spoils System is and how it began a new political era.

I can explain the conflict between whites and Native Americans in the Southeast.

I can evaluate and explain Jackson’s removal policy.

I can identify the route followed by the Trail of Tears.

I can explain what States Rights are and the issue over them.

I can describe how Jackson destroyed the 2nd National Bank.

I can explain how the Whig Party won the election of 1840.

Assessment / Activity:

Chapter 10 Test

Dates: 9-29-25 to 10-3-25

Lesson Plans

Day of the week

Class American History

Mon.

Topic: Chapter 9 Notes / Chapter 9 Terms (Due 10-1-25)

“I can” statement: Students will be able to explain how nationalism helped guide American foreign policy. Students will be able to identify regional differences and how they began to divide the United States. Students will be able to explain how developments contributed to a new American identity.

Assessment / Activity: Chapter 9 Terms (Due 10-1-25)

Tues.

Topic: Chapter 9 Notes / XXXXXX Reading (Due 10-4-23) / Chapter 9 Terms (Due 10-1-25)

“I can” statement: Students will be able to explain how nationalism helped guide American foreign policy. Students will be able to identify regional differences and how they began to divide the United States. Students will be able to explain how developments contributed to a new American identity.

Assessment / Activity: Chapter 9 Terms (Due 10-1-25) / John Deere Reading (10-2-25)

Wed.

Topic: Chapter 9 Notes / Industrial Revolution EdPuzzle (Due 10-3-25) / Chapter 9 Terms (Due 10-1-25)

“I can” statement: Students will be able to explain how nationalism helped guide American foreign policy. Students will be able to identify regional differences and how they began to divide the United States. Students will be able to explain how developments contributed to a new American identity.

Assessment / Activity: John Deere Reading (10-4-23) / Chapter 11 Crossword (10-6-23)

Thurs.

Topic: Chapter 9 Notes / Industrial Revolution EdPuzzle (Due 10-3-25) / Chapter 9 Crossword (10-3-25)

“I can” statement: Students will be able to explain how nationalism helped guide American foreign policy. Students will be able to identify regional differences and how they began to divide the United States. Students will be able to explain how developments contributed to a new American identity.

Assessment / Activity: Industrial Revolution Movie & Movie Guide (Due 10-3-25) / Chapter 11 Crossword (10-3-25)

Fri.

Topic: Chapter 9 Test / Industrial Revolution EdPuzzle (Due 10-3-25) / Chapter 9 Crossword (10-3-25)

“I can” statement: Students will be able to explain how nationalism helped guide American foreign policy. Students will be able to identify regional differences and how they began to divide the United States. Students will be able to explain how developments contributed to a new American identity.

Assessment / Activity: Chapter 9 Test

Dates: 9-22-25 to 9-26-25

Lesson Plans

Day of the week

Class American History

Mon.

Topic: Chapter 8 Notes / Chapter 8 Terms (Due 9-25-25)

“I can” statement: Students will be able to identify the challenges at home and abroad that led to the War of 1812. Students will be able to explain the main people and events in the War of 1812. Students will be able to identify the treaties the United States used to secure its borders and settle issues with other nations.

Assessment / Activity: Chapter 8 Terms (Due 9-25-25)

Tues.

Topic: Chapter 8 Notes / War of 1812 Map (Due 9-24-25) / Chapter 8 Terms (Due 9-25-25)

“I can” statement: Students will be able to identify the challenges at home and abroad that led to the War of 1812. Students will be able to explain the main people and events in the War of 1812. Students will be able to identify the treaties the United States used to secure its borders and settle issues with other nations.

Assessment / Activity: War of 1812 Map (Due 9-24-25) / Chapter 8 Terms (Due 9-25-25)

Wed.

Topic: Chapter 8 Notes / War of 1812 EdPuzzle (Due 9-26-25) / War of 1812 Map (Due 9-24-25) / Chapter 8 Terms (Due 9-25-25)

“I can” statement: Students will be able to identify the challenges at home and abroad that led to the War of 1812. Students will be able to explain the main people and events in the War of 1812. Students will be able to identify the treaties the United States used to secure its borders and settle issues with other nations.

Assessment / Activity: War of 1812 EdPuzzle (Due 9-26-25)

Thurs.

Topic: Chapter 8 Notes / War of 1812 EdPuzzle (Due 9-26-25) / Chapter 8 Terms (Due 9-25-25)

“I can” statement: Students will be able to identify the challenges at home and abroad that led to the War of 1812. Students will be able to explain the main people and events in the War of 1812. Students will be able to identify the treaties the United States used to secure its borders and settle issues with other nations.

Assessment / Activity: Chapter 8 Notes

Fri.

Topic: Chapter 8 Test / Chapter 8 Crossword (Due 9-26-25)

“I can” statement: Students will be able to identify the challenges at home and abroad that led to the War of 1812. Students will be able to explain the main people and events in the War of 1812. Students will be able to identify the treaties the United States used to secure its borders and settle issues with other nations.

Assessment / Activity: Chapter 8 Test

Dates: 9-15-25 to 9-19-25

Lesson Plans

Day of the week

Class American History

Mon.

Topic: Sacagawea Reading (Due 9-16-25) / Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25)

“I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson’s election began a new era in American government.

Assessment / Activity: Sacagawea Reading (Due 9-16-25)

Tues.

Topic: Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25) / Sacagawea Reading (Due 9-16-25)

“I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson’s election began a new era in American government.

Assessment / Activity: Sacagawea Reading (Due 9-16-25)

Wed.

Topic: Chapter 7 Notes / Jefferson EdPuzzle (Due 9-19-25)

“I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson’s election began a new era in American government.

Assessment / Activity: Jefferson EdPuzzle (Due 9-19-25)

Thurs.
Topic: Chapter 7 Notes / Jefferson EdPuzzle (Due 9-19-25) / Chapter 7 Crossword Puzzle (Due 9-19-25)

“I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson’s election began a new era in American government.

Assessment / Activity: Jefferson EdPuzzle (Due 9-19-25) / Chapter 8 Crossword Puzzle (Due 9-19-25)

Fri.
Topic: Chapter 7 Test / Finish Chapter 7 assignments

“I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson’s election began a new era in American government.

Assessment / Activity: Test

Dates: 9-8-25 to 9-12-25

Lesson Plans

Day of the week	Class American History
Mon.	Topic: Chapter 7 Pretest / Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25) “I can” statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United

	States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson's election began a new era in American government. Assessment / Activity: Chapter 7 Terms (Due 9-16-25)
Tues.	Topic: Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25) / President Washington EdPuzzle (Due 9-11-25) "I can" statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson's election began a new era in American government. Assessment / Activity: Chapter 7 Terms (Due 9-16-25) / President Washington EdPuzzle (Due 9-11-25)
Wed.	Topic: Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25) / President Washington EdPuzzle (Due 9-11-25) "I can" statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson's election began a new era in American government. Assessment / Activity: President Washington EdPuzzle (Due 9-11-25)
Thurs.	Topic: Chapter 7 Notes / Chapter 7 Terms (Due 9-16-25) / President Washington EdPuzzle (Due 9-11-25) / Cabinet-Supreme Court Worksheet (Due 9-12-25) "I can" statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson's election began a new era in American government. Assessment / Activity: Chapter 7 Terms (Due 9-16-25) / President Washington EdPuzzle (Due 9-11-25) / Cabinet-Supreme Court Worksheet (Due 9-12-25)
Fri.	Topic: Riddles / Chapter 7 Notes / Cabinet-Supreme Court Worksheet (Due 9-12-25) "I can" statement: Students will be able to explain how President Washington and members of Congress established a new national government. Students will be able to explain how Alexander Hamilton developed a financial plan for the national government. Students will be able to explain the challenges the United States faced both domestic and foreign. Students will be able to explain the development of political parties in the United States and how they contribute to differing ideas on the role of the federal government. Students will be able to explain how Jefferson's election began a new era in American government. Assessment / Activity: Cabinet-Supreme Court Worksheet (Due 9-12-25)

Dates: 9-2-25 to 9-5-25

Lesson Plans

Day of the week	Class American History
Mon.	Topic: “I can” statement: No School Assessment / Activity:
Tues.	Topic: First Day! Syllabus, expectations, introductions / Questions???? “I can” statement: Explain and understand classroom expectations and guidelines. Assessment / Activity: Class syllabus/rules (Due 9-5-25)
Wed.	Topic: Introductions / Setup Google Classroom / Google Classroom Overview / Questions????? “I can” statement: Explain and demonstrate where to find my assignments and how to turn them in. Assessment / Activity: Class syllabus/rules (Due 9-5-25)
Thurs.	Topic: American History Pre-test / Jeffersonian Democracy Notes / Chapter 7 Terms (Due 9-16-25) “I can” statement: Set a baseline for measuring how much I have learned at the end of the semester. Assessment / Activity: Pre-test
Fri.	Topic: Goal setting (Class - individual) / Team building (Fun Friday) / Jeffersonian Democracy Notes / Chapter 7 Terms (Due 9-16-25) “I can” statement: Learn to set goals that not only make me work to be my best, but that also are attainable. Assessment / Activity: Riddles / Chapter 10 Terms (Due 9-16-25)