

DIGITAL AGENDA: 1-11-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
SMART START	SMART START	SMART START
Volume: Whisper Time: 5 minutes Do: Write down the lesson objective and guiding question, and prepare to share the objective in your own words.	Volume: Whisper Time: 5 minutes Do: Write down the lesson objective and guiding question, and prepare to share the objective in your own words.	Volume: Whisper Time: 5 minutes Do: Write down the lesson objective and guiding question, and prepare to share the objective in your own words.
OBJECTIVE	OBJECTIVE	OBJECTIVE
I will speak and write using academic vocabulary during our constitutional convention, in order to express and justify my opinions about how our classroom government should function.	I will use close listening strategies to build a background knowledge of the breadth of economic, social, and political conflicts in the United States from 1850 to 1930.	I will read primary and secondary source texts to understand the economic, social, and political conflicts that faced America during the Civil War era, I will show my learning by making a station project that follows a rubric.
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
See the Unit Essential Question section on the whiteboard at the front of the room.	What economic, social, and political problems faced the United States from 1850 to 1930?	Which conflict that emerged from the Civil War was the most significant, and why?
AGENDA	AGENDA	AGENDA
A. Community: Opening class checkin 1. Login to your email and open your gallery walk response. a. If you did not send a copy of your response to your email, open the form again and complete the form during the convention. > GALLERY WALK ORGANIZER 2. Constitutional Convention a. Everyone chooses a role. b. Review our convention rules. c. Begin convention. B. Exit Ticket: 1. Turn in the Final Convention document that you created during the convention.	A. Community: Opening class checkin 1. New Unit introduction a. Create a Unit Title Page in your notebook. b. Y Talk with notes c. Class Q & A B. Exit Ticket: 1. Notes Summary	A. Community: Opening class checkin 1. Notes: The Civil War - ESP Conflict. 2. Stations: TM1 - TM3 - TM4 - TM5 - TM6 a. 2 rotations today b. Complete at least 1 product. c. Save your work!!!! B. Resources: a. Station Readings USERNAME: student.341093 PASSWORD: mYK7z4vFO b. Station Directions C. Exit Ticket: 1. Paragraph answering the Guiding question.

STANDARDS	STANDARDS	STANDARDS
<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u></p> <p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (ETAL)</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. (ETAL)</p> <p><u>COMMON CORE SKILLS:</u></p> <p>GR8-SL 1.Oa: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>GR8-SL 1.Oc: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>WHST 6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><u>ELD SKILLS:</u></p> <p>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u></p> <p>8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War (focus on .2, .3, and .7).</p> <p>8.11: Students analyze the character and lasting consequences of Reconstruction (ETAL).</p> <p>8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution (ETAL) .</p> <p><u>COMMON CORE SKILLS:</u></p> <p>RH 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH 9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>ELD SKILLS:</u></p> <p>ELD B5. listen actively to a history lecture.</p> <p>ELD B6. Reading closely to informational text and viewing multimedia (powerpoint) to determine explicit and implicit meaning.</p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u></p> <p>8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War (focus on .2, .3, and .7).</p> <p><u>STATIONS COMMON CORE SKILLS:</u></p> <p>http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p> <p><u>ELD SKILLS:</u></p> <p>ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</p> <p>ELD A4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)</p>

UNIT 4: Government

<p>ESSENTIAL QUESTION:</p> <p>What economic, social, or political problem does the United States face, and how might we alleviate its effects or solve this problem?</p>	<p>Assessments & Homework</p> <p>See web site calendar</p>	<p>MISSION OBJECTIVE:</p> <p>Think like a social scientist to analyze and solve the problems stemming from American conflicts such as the Civil War, Reconstruction, business vs labor, immigration, de facto vs de jure. rule of law, federal vs states rights, AND capitalism vs socialism.</p>
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