

# DIGITAL AGENDA: 10-24-16 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
<b>SMART START</b>	<b>SMART START</b>	<b>SMART START</b>
<b>Volume: Silent to a Whisper</b> <b>Objective, Questions, Materials</b> <b>Time: 3 - 5 minutes</b>	<b>Volume: Silent to a Whisper</b> <b>Objective, Questions, Materials</b> <b>Time: 3 - 5 minutes</b>	<b>Volume: Silent to a Whisper</b> <b>Objective, questions, and station signup</b> <b>Time: 3 - 5 minutes</b>
<b>OBJECTIVE</b>	<b>OBJECTIVE</b>	<b>OBJECTIVE</b>
<b>I will learn how to THINK like a debater AND WRITE</b> an effective argument so that I can dazzle my friends, family, educators, and the world with my argumentative prowess.	<b>I will create or maintain my</b> digital learning stage in Weebly or Google Slides. <b>I will finish unfinished work from yesterday,</b> argumentative checklists.	<b>I will learn how to THINK OF AND WRITE</b> an effective argument about the Mexican American War, I will pick a side, and write an argumentative short essay using the CERS formate template and my growing brain.
<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>
Was the United States justified in going to war with Mexico?	Why is it important to share your hard work, AND to finish ALL your learning before moving forward?	Was the United States justified in going to war with Mexico?
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>
<p><b>A. Community: Opening class checkin</b></p> <ol style="list-style-type: none"> <li>1. Introduction to crafting an argument.</li> <li>2. Question Analysis</li> <li>3. Purpose of a background essay</li> <li>4. Read documents closely to gather evidence for your answer.</li> <li>5. Choose reasons for why your evidence will prove your answer/claim.</li> <li>6. Steps to putting all my ideas together into a rough draft worth fighting for.</li> <li>7. Craft a final, short essay response.</li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Mexican American War - Argument Packet</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. Notebook stamps x3</li> </ol>	<p><b>A. Independent day</b></p> <p><b>1) Student Portfolio</b></p> <ol style="list-style-type: none"> <li>a) Work on your student portfolio</li> <li>b) Create your introduction page</li> <li>c) Add station work and explanations.</li> </ol> <p><b>2) Finish work from yesterday</b></p> <ol style="list-style-type: none"> <li>a) Complete any part of the argumentative checklist that you did not complete yesterday, so that you are ready for Thursday/Friday's class.</li> </ol> <p><b>B. Exit Ticket(s):</b></p> <ol style="list-style-type: none"> <li>1. Share your portfolio.</li> <li>2. Notebook stamps</li> </ol>	<p><b>A. Community: Opening class checkin</b></p> <ol style="list-style-type: none"> <li>1. Introduction to crafting an argument.</li> <li>2. Question Analysis</li> <li>3. Purpose of a background essay</li> <li>4. Read documents closely.</li> <li>5. Steps to putting all my ideas together into a rough draft worth fighting for.</li> <li>6. Craft a final, short essay response.</li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Mexican American War - Argument Packet</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. Rough draft OR Final draft.</li> </ol>

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><b><u>LIFE SKILLS: <a href="#">click &gt;</a></u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.4, .5, and .9: Students will analyze the ideals of the American people and the development of foreign and domestic policies, and then evaluate the degree to which American actions aligned with American ideals especially in times of war.</p> <p style="text-align: center;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><b><u>DISCUSSION:</u></b> GR8-SL 1.0a: 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><b><u>ACT-IT-OUT:</u></b> GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b><u>IMAGINATION:</u></b> CC-06..08 RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b><u>WRITING:</u></b> CC-06..08 WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>DIGITAL:</u></b> CC-06..08 RH 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p style="text-align: center;"><b><u>LIFE SKILLS: <a href="#">click &gt;</a></u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.4, .5, and .9: Students will analyze the ideals of the American people and the development of foreign and domestic policies, and then evaluate the degree to which American actions aligned with American ideals especially in times of war.</p> <p style="text-align: center;"><b><u>COMMON CORE SKILLS:</u></b></p> <p>WHST 1. Write arguments focused on discipline-specific content.</p> <p>NOTE: In order for students to be able to write coherently, they need to know how to use philosophical thinking. Without knowing how to analyze how others perceive the world, students will have trouble meeting the standard listed above.</p>	<p style="text-align: center;"><b><u>LIFE SKILLS: <a href="#">click &gt;</a></u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.4, .5, and .9: Students will analyze the ideals of the American people and the development of foreign and domestic policies, and then evaluate the degree to which American actions aligned with American ideals especially in times of war.</p> <p style="text-align: center;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><b><u>DISCUSSION:</u></b> GR8-SL 1.0a: 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><b><u>ACT-IT-OUT:</u></b> GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b><u>IMAGINATION:</u></b> CC-06..08 RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b><u>WRITING:</u></b> CC-06..08 WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>DIGITAL:</u></b> CC-06..08 RH 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>UNIT 3: IDEALS</b>		
<p><b>ESSENTIAL QUESTION:</b> To what degree did American actions align with American ideals, particularly during foreign and domestic wars?</p>	<p><b>Assessments &amp; Homework</b> <a href="#">See web site calendar</a></p>	<p><b>MISSION OBJECTIVE:</b> I will be able to think like a philosopher, in order to analyze and evaluate the degree to which American actions aligned with American ideals during times of war.</p>