

# DIGITAL AGENDA: 11-7-16 — UNITED STATES HISTORY

Holiday

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 read</b> primary and secondary sources about the American electoral system and ask questions that help me understand the electoral process, <b>so that I can</b> express my educated opinion about our current presidential election.	<b>I will maintain my</b> student portfolio, finish creating my home page and begin or continue to organize my pages so that my parents, teachers, and admin can easily view my work.	<b>I will read about and ask questions about</b> presidential powers, <b>so that I can</b> make an educated prediction about how the new president will use those powers to shape our country during the next 4 years, AND I will think of ways to participate in the checks/limitations on his presidential powers.
<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>
Who should be the next president of the United States and why?	How can I best organize my student portfolio so that others can easily view my hard work and learning.	How should the new president use his/her powers to shape our country for the next four years?
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>
<p><b>A. Community: Opening class checkin</b></p> <p><b>1. Unit Introduction</b></p> <p><b>2. Station Signups</b></p> <p><a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a></p> <p>a. 1 to 2 rotations today</p> <p>b. Complete at least 1 product.</p> <p>c. Upload your product to your student portfolio by end of class on Wednesday.</p> <p><b>B. Resources:</b></p> <p>a. <a href="#">Readings online: TM Newsletter</a></p> <p>b. <a href="#">Station Directions</a></p> <p><b>C. Exit Ticket:</b></p> <p>1. Paragraph answering the Guiding question.</p>	<p><b>A. Independent day</b></p> <p><b>1) Powers of the president:</b> <a href="#">CLICK HERE</a></p> <p><b>2) Understanding how and why Trump won:</b> <a href="#">CLICK HERE</a></p> <p><b>3) <a href="#">Electoral map 2016</a></b></p> <p><b>4) Student Portfolio</b></p> <p>a) Work on your student portfolio</p> <p>b) Create your introduction page</p> <p>c) Add station work and explanations.</p> <p>d) Add other exemplar work.</p> <p><b>B. Exit Ticket(s):</b></p> <p>1. Student portfolio link</p>	<p><b>A. Community: Opening class checkin</b></p> <p><b>1. Discuss the objective and guiding question.</b></p> <p><b>2. Presidential powers and limitations</b> &gt; <a href="#">READING</a></p> <p><b>3. Unit Newsletter reading links</b> &gt; <a href="#">TM Newsletter</a></p> <p><b>B. Exit Ticket:</b></p> <p>1. Presidential Powers Handout - printout</p>

STANDARDS	STANDARDS	STANDARDS
<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b>  8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b>  <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.  <b><u>ACT-IT-OUT:</u></b> GR.8-SL 5.0: <u>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u>  <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.  <b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.  <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.  <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><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b>  8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p><b><u>COMMON CORE SKILLS:</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>NOTE: Students are creating and maintaining a student work portfolio. All their exemplar work will be added to their portfolio and organized into an easy to navigate website or Google Slides presentation.</p>	<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b>  8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b>  <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.  <b><u>ACT-IT-OUT:</u></b> GR.8-SL 5.0: <u>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u>  <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.  <b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.  <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.  <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>

**UNIT 4: Government**

**ESSENTIAL QUESTION:**  
Is the United States government an effective form of democracy?

**Assessments & Homework**  
[See web site calendar](#)

**MISSION OBJECTIVE:**  
I will be able to think like a political scientist, so that I can analyze, evaluate, and synthesize the effectiveness of the American political system and how people participate in it.