

DIGITAL AGENDA: 12-12-16 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
SMART START	SMART START	SMART START
Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).	Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).	Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).
OBJECTIVE	OBJECTIVE	OBJECTIVE
I will demonstrate my ability to write an argumentative OR an informational essay, AND my ability to think like a political scientist by synthesizing an evaluation of the American political system and how people participate in it.	I will use BUCS close reading gather information about the history of how and why people celebrate or participate in certain national holidays in the United States.	I will use close reading to analyze the video and answer the guiding question about how and why people celebrate or participate in holidays, such as Christmas.
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Is the United States an effective form of democracy?	Write your own guiding question.	Are national holidays celebrated for economic, social, or political reasons?
AGENDA	AGENDA	AGENDA
A. Community: Opening class checkin 1. Go to my Google Classroom and begin the exam: <u>FINAL EXAM</u> B. Online Resources: a. http://ddetterich.weebly.com/history-classroom.html C. Exit Ticket: 1. Submit your essay.	A. Community: Opening class checkin 1. Must Do: <u>Read the history of Christmas and Black Santa Claus's</u> ; then complete the handout given to you by the substitute teacher. 2. May Do: Once you are finished! > iPad Free time :) B. Exit Ticket: 1. Completed handout.	A. Community: Opening class checkin 1. Gather information from the video playing and Answer the GQ. 2. Explore the “Celebrate Winter Holidays interactive and use the information to answer the guiding question: http://teacher.scholastic.com/activities/holidays/ 3. Choose an article about Christmas in 2016. Then answer the guiding question using information from the article that you chose > http://www.nytimes.com/topic/subject/christmas B. Exit Ticket: Answer the GQ.

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p style="text-align: center;">http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>	<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>COMMON CORE SKILLS:</u></p> <p>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;">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 style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p style="text-align: center;">http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>
UNIT 4: Government		
<p>ESSENTIAL QUESTION:</p> <p>Is the United States government an effective form of democracy?</p>	<p style="text-align: center;">Assessments & Homework</p> <p style="text-align: center;">See web site calendar</p>	<p>MISSION OBJECTIVE:</p> <p>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.</p>