

DIGITAL AGENDA: 2-6-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
OBJECTIVE	OBJECTIVE	OBJECTIVE
<p>I will use the ABC-CLIO history database to find primary and secondary sources about major political conflicts that contributed to the Civil War, I will show my learning by using those sources to make station products and write an exit ticket that ALL meet or exceed the standards listed in our lesson rubrics.</p>	<p>I will use the ABC-CLIO history database and other reliable internet sources to learn about an important historical figure who lived during the Civil War era. I will show what I learned by completing a Google doc worksheet about that person that includes pictures, text, and source citations.</p>	<p>I will use the ABC-CLIO history database to find primary and secondary sources about major social conflicts that contributed to the Civil War, I will show my learning by using those sources to make station products and write an exit ticket that ALL meet or exceed the standards listed in our lesson rubrics.</p>
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
What major political conflicts contributed to the Civil War?	What makes a person worthy of our historical study?	What major social conflicts contributed to the Civil War?
AGENDA	AGENDA	AGENDA
<p>A. Community:</p> <ol style="list-style-type: none"> 1. Stations: TM1 - TM3 - TM4 - TM5 - TM6 <ol style="list-style-type: none"> a. 2 rotations today b. Complete at least 1 product. c. Save your work!!!! <p>B. Resources:</p> <ol style="list-style-type: none"> a. Station Readings USERNAME: student.341093 PASSWORD: mYK7z4vFO b. Station Directions c. Unit 5 Slides Presentation <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Paragraph answering the Guiding question. 	<p>A. Community:</p> <ol style="list-style-type: none"> 1. Presentation <ol style="list-style-type: none"> a. Unit 5 Slides Presentation b. Historical Figure Assignment is located in my Google Classroom: CLICK HERE <p>B. Resources:</p> <ol style="list-style-type: none"> a. Station Readings USERNAME: student.341093 PASSWORD: mYK7z4vFO <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Submit your Google doc in the Google Classroom 	<p>A. Community:</p> <ol style="list-style-type: none"> 1. Stations: TM1 - TM3 - TM4 - TM5 - TM6 <ol style="list-style-type: none"> a. 2 rotations today b. Complete at least 1 product. c. Save your work!!!! <p>B. Resources:</p> <ol style="list-style-type: none"> a. Station Readings USERNAME: student.341093 PASSWORD: mYK7z4vFO b. Station Directions c. Unit 5 Slides Presentation <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1. Paragraph answering the Guiding question.

STANDARDS	STANDARDS	STANDARDS
<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</p> <p><u>STATIONS COMMON CORE SKILLS:</u> 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><u>ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.</u></p> <p><u>ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)</u></p> <p><u>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</u></p> <p><u>ELD A4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)</u></p>	<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 1.0a: <u>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.</u></p> <p><u>ELD SKILLS:</u></p> <p><u>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</u></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.</p> <p><u>STATIONS COMMON CORE SKILLS:</u> 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><u>ELD A1. Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics.</u></p> <p><u>ELD A2. Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)</u></p> <p><u>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</u></p> <p><u>ELD A4. Adapt language choices to various contexts (based on task, purpose, audience, and text type)</u></p>
<p>UNIT 5: Conflict</p>		
<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>