

# DIGITAL AGENDA: 3-13-17 — UNITED STATES HISTORY

| MONDAY / TUESDAY   | WEDNESDAY  | THURSDAY / FRIDAY  |
|--|--|--|
| <b>OBJECTIVE</b>   | <b>OBJECTIVE</b>   | <b>OBJECTIVE</b>   |
| <p><b>I will read about and evaluate</b> U.S. immigration policies and laws, <b>I will demonstrate my learning</b> by completing an evaluation of the policies and laws, discussing my inferences with my partner, and sharing our inferences out to the class.</p>  | <p><b>I will use</b> my knowledge of our class constitution to suggest amendments or laws that I think will better our classroom learning environment. <b>I will also,</b> begin the process of reelecting class officials.</p>  | <p><b>I will use my information, evaluation, and inferences about</b> U.S. immigration policies and laws, <b>to write</b> a letter to Pres. Trump about my knowledge of U.S. immigration policy and to make suggestions to his administration for how to improve immigration laws and policies in the United States.</p>   |
| <b>?? GUIDING QUESTION ??</b>  | <b>?? GUIDING QUESTION ??</b>  | <b>?? GUIDING QUESTION ??</b>  |
| <p>Have U.S. immigration policies and laws made America a safer place to live?</p>   | <p>What are some characteristics of effective leadership and citizenship?</p>  | <p>What are some immigration laws and policies we can implement to improve the lives of all Americans?</p>   |
| <b>AGENDA</b>  | <b>AGENDA</b>  | <b>AGENDA</b>  |
| <p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Whole class - Complete IEW</b> <ol style="list-style-type: none"> <li>a. <b>Students and Ms. Detterich</b> will review the immigration evaluation worksheet (IEW).</li> <li>b. <b>Students</b> will sit in pairs to discuss and collaborate to complete their worksheet.</li> <li>c. <b>Pairs</b> will share out to the class.</li> </ol> </li> <li>2. <b>Complete Wednesday's agenda</b> <ol style="list-style-type: none"> <li>a. If time allows.</li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Unit 5 Slides Presentation</a></li> <li>2. <a href="#">READING - Immigration</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Evaluation of U.S. immigration policies and laws.</a></li> </ol> | <p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Steps in the process.</b> <ol style="list-style-type: none"> <li>a. Read your class constitution</li> <li>b. Form <a href="#">factions</a></li> <li>c. Nominate new leaders</li> <li>d. Create a ballot in <a href="#">Google Forms</a></li> <li>e. Vote</li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Unit 5 Slides Presentation</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. Vote</li> </ol> | <p><b>A. Community:</b></p> <ol style="list-style-type: none"> <li>1. <b>Stations: Student Created</b><br/> <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a> <ol style="list-style-type: none"> <li>a. <a href="#">Create your own station directions</a><br/>                     - copy to your GD and complete<br/>                     - then print it out to give to me</li> <li>b. The product of your station must be a letter to P.T.</li> </ol> </li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Unit 5 Slides Presentation</a></li> <li>2. <a href="#">READING - Immigration</a></li> <li>3. <a href="#">Letter to Pres. Trump.</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Letter to Pres. Trump.</a></li> <li>2. Station directions printout</li> </ol> |

| STANDARDS  | STANDARDS   | STANDARDS   |
|--|---|---|
| <p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p> <p><b><u>COMMON CORE SKILLS:</u></b></p> <p>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>ELD SKILLS:</u></b></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><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></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><b><u>COMMON CORE SKILLS:</u></b></p> <p>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>ELD SKILLS:</u></b></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><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><a href="http://ddetterich.weebly.com/history-classroom.html">http://ddetterich.weebly.com/history-classroom.html</a></p> <p>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>ELD SKILLS:</u></b></p> <p>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</p> |
| <b>UNIT 5: Conflict</b>  |   |   |
| <p><b>ESSENTIAL QUESTION:</b></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><b>Assessments &amp; Homework</b></p> <p><a href="#">See web site calendar</a></p>   | <p><b>MISSION OBJECTIVE:</b></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>  |