

DIGITAL AGENDA: 4-17-17 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
OBJECTIVE	OBJECTIVE	OBJECTIVE
I will read and analyze resources that address the functions and responsibilities of a free press. I will demonstrate my understanding by synthesizing what I learn about the topic in a station product that I will upload to the Google Classroom assignment.	I will use my academic skills and knowledge to prepare for and demonstrate an 8th grade or above level of reading comprehension, by listening to an audio clip about an economic, social, or political topic and then writing a clear and accurate response to the guiding question.	I will read and analyze resources that address the functions and responsibilities of a free press. I will demonstrate my understanding by synthesizing what I learn about the topic in a station product that I will upload to the Google Classroom assignment.
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
What are the functions and responsibilities of a free press, and should ALL art be protected under the first amendment?	What is the central argument OR central idea of the audio clip?	What are the functions and responsibilities of a free press, and should ALL art be protected under the first amendment?
AGENDA	AGENDA	AGENDA
<p>A. Community:</p> <ol style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Agent Y - Preview the lesson New station sign-up process Station Rotations Begin TM1 - TM3 - TM4 - TM5 - TM6 <ol style="list-style-type: none"> Upload ALL STATION WORK TO THE ASSIGNMENT posted in the Google Classroom <p>B. Resources:</p> <ol style="list-style-type: none"> Unit 6: Google Slides Cheat Codes Google Slides <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> Google Classroom class comments Google Classroom station uploads Exit ticket 6 sentence synthesis 	<p>A. Community:</p> <ol style="list-style-type: none"> Steps in the process. <ol style="list-style-type: none"> Listen to the audio recording. Discuss and question. Listen to the audio recording again, and write notes as you listen. Discuss and question. Listen to the audio recording again, and answer the guiding question. <p>B. Resources:</p> <ol style="list-style-type: none"> Broadcast to the whole class <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> 1-2 sentence response to the guiding question. 	<p>A. Community:</p> <ol style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Agent Y - Preview the lesson Station Rotations Begin TM1 - TM3 - TM4 - TM5 - TM6 <ol style="list-style-type: none"> Upload ALL STATION WORK TO THE ASSIGNMENT posted in the Google Classroom <p>B. Resources:</p> <ol style="list-style-type: none"> Unit 6: Google Slides Cheat Codes Google Slides <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> Google Classroom class comments Google Classroom station uploads Brain hack - listening skills

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;">CONTENT KNOWLEDGE:</p> <p>8.3.7: Understand the functions and responsibilities of a free press.</p> <p>8.4.4: Discuss daily life, including traditions in art, music, and literature, of early national America</p> <p>8.6.7: Identify common themes in American art as well as transcendentalism and individualism</p> <p style="text-align: center;">STATIONS COMMON CORE SKILLS: http://ddetterich.weebly.com/history-classroom.html</p> <p style="text-align: center;">ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p> <p style="text-align: center;">ELD SKILLS:</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 style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;">CONTENT KNOWLEDGE:</p> <p>TEACHER'S CHOICE: FROM A VARIETY OF CONTENT STANDARDS.</p> <p style="text-align: center;">CAASPP CLAIMS</p> <p>LISTENING AND SPEAKING: Demonstrating effective communication skills. The student demonstrates thorough ability to critically interpret and use information delivered orally.</p> <p style="text-align: center;">ELD SKILLS:</p> <p>ELD A2. Interact with others in written English in various communicative forms</p> <p>ELD A3. Offer and justify opinions, negotiating with and persuading others in communicative exchanges.</p>	<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;">CONTENT KNOWLEDGE:</p> <p>8.3.7: Understand the functions and responsibilities of a free press.</p> <p>8.4.4: Discuss daily life, including traditions in art, music, and literature, of early national America</p> <p>8.6.7: Identify common themes in American art as well as transcendentalism and individualism</p> <p style="text-align: center;">STATIONS COMMON CORE SKILLS: http://ddetterich.weebly.com/history-classroom.html</p> <p style="text-align: center;">ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p> <p style="text-align: center;">ELD SKILLS:</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>
UNIT 5: Conflict		
<p>ESSENTIAL QUESTION:</p> <p>Should art be a core subject that every student must take to graduate?</p>	<p style="text-align: center;">Assessments & Homework See my web site</p>	<p>MISSION OBJECTIVE:</p> <p>Think like a social scientist to analyze and investigate art from the 1700s to today, and synthesize my findings so that I can participate in an academic discussion about art and its importance in America society.</p>