

# DIGITAL AGENDA: 9-18-16 — UNITED STATES HISTORY

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>Copy the objective and prepare 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>
I will <u>analyze</u> the life paths of people living in the American <b>Northeast</b> in the 1800s, by <u>gathering evidence</u> from primary and secondary sources, and <u>writing</u> a clear explanation about my <u>research</u> .	<b>I will</b> explain what I learned about thinking like a psychologist, and describe how I will use this mindset to further my understanding of how the American people in the 1800s shaped their regions.	<b>I will</b> <u>analyze</u> the life paths of people living in the American <b>South</b> in the 1800s, <b>by</b> <u>gathering evidence</u> from primary and secondary sources, and <u>writing</u> a clear explanation about my <u>research</u> .
<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>
Write your own guiding question :)	Write your own guiding question :)	Write your own guiding question :)
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>
<b>A. Community:</b> Opening class checkin 1. Introduction: Northeastern Region 2. Station Signups <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a> 3. Complete 2 rotations.  <b>B. Resources:</b> 1. <a href="#">Readings #1</a> 2. <a href="#">Directions #1</a> 3. <a href="#">Youtube Channel</a>  <b>C. Exit Ticket:</b> 1. <a href="#">Paragraph answering the guiding question</a>	<b>A. Community:</b> Opening class checkin 1. <b>Unit 2: Review</b> A) Guest Speaker debrief; Write 2 paragraphs that answer questions 1 & 2 below. 1) What did you learn about thinking like a psychologist? 2) How will you use what you learned to analyze people and understand regional development? B) <a href="#">Video Review: Social Psychology</a>  <b>B. Exit Ticket(s):</b> 1. Thank You card. 2. Stamp in your notebook	<b>A. Community:</b> Opening class checkin 1. Introduction: Northeastern Region 2. Station Signups <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a> 3. Complete 2 rotations.  <b>B. Resources:</b> 1. <a href="#">Readings #2</a> 2. <a href="#">Directions #2</a> 3. <a href="#">Youtube Channel</a>  <b>C. Exit Ticket:</b> 1. Notebook and stations checklist 2. Notebook stamps

STANDARDS	STANDARDS	STANDARDS
<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b>  8.6, .7, and .8: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast, South, and West.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b>  <b><u>DISCUSSION:</u></b> GR8-SL 1.Oa: 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.O: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  <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>  8.6, .7, and .8: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast, South, and West.</p> <p><b><u>COMMON CORE SKILLS:</u></b>  GR8-SL 1.Ob: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p style="text-align: center;">OR</p> <p>GR8-SL 1.Oc: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b><u>LIFE SKILLS: click &gt;</u></b></p> <p><b><u>CONTENT KNOWLEDGE:</u></b>  8.6, .7, and .8: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast, South, and West.</p> <p><b><u>STATIONS COMMON CORE SKILLS:</u></b>  <b><u>DISCUSSION:</u></b> GR8-SL 1.Oa: 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.O: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  <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>
<b>UNIT 2: IDENTITY</b>		
<p><b>ESSENTIAL QUESTION:</b> How might a person's self-identity shape their ideas and actions, and how can we use this knowledge to analyze and understand the regional development of America?</p>	<p><b>Assessments &amp; Homework</b>  <a href="#">See web site calendar</a></p>	<p><b>MISSION OBJECTIVE:</b> I will be able to think like a social psychologist, in order to analyze regional differences created by the American people.</p>