

# DIGITAL AGENDA: 9-26-16 — 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>
<b>I will analyze</b> the life paths of people living in the American <b>South</b> in the 1800s, <b>by</b> gathering evidence from primary and secondary sources, and writing a clear explanation about my research.	<b>I will identify cause and effect</b> in a variety of readings and understand cause and effect enough to use it to make historically plausible inferences.	<b>I will analyze</b> the life paths of people living in the American <b>West</b> in the 1800s, <b>by</b> gathering evidence from primary and secondary sources, and writing a clear explanation about my research.
<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: Opening class checkin</b> 1. Continue: Southern 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="#">Directions #2</a> 2. <a href="#">Readings #2</a> 3. <a href="#">Youtube Channel</a>  <b>C. Exit Ticket:</b> 1. <a href="#">Paragraph answering the guiding question</a>	<b>A. Community: Opening class checkin</b> 1. <b>Unit 2: Mini-Lesson</b> <b>A) Cause and Effect:</b> Understanding how to identify and use cause and effect is an important skill that any social scientists must have. 1) <b>Video lecture:</b> <a href="#">WATCH HERE</a> 2) Complete the <a href="#">Cause and Effect learning packet</a> . • The substitute may choose if you can work in pairs or alone. Follow the substitute teachers instructions.  <b>B. Exit Ticket(s):</b> 1. Hand in your packet to the substitute teacher.	<b>A. Community: Opening class checkin</b> 1. Introduction: Western 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="#">Directions #3</a> 2. <a href="#">Readings #3</a> 3. <a href="#">Youtube Channel</a>  <b>C. Exit Ticket:</b> 1. Notebook Complete 2. 3 stamps 3. Finished Station Products

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><b><u>LIFE SKILLS:</u> <a href="#">click &gt;</a></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>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 style="text-align: center;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><b><u>DISCUSSION:</u></b> 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>ACT-IT-OUT:</u></b> GR.8-SL 5.0: <u>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u></p> <p><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.</p> <p><b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><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.</p> <p><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 style="text-align: center;"><b><u>LIFE SKILLS:</u> <a href="#">click &gt;</a></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>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 style="text-align: center;"><b><u>COMMON CORE SKILLS:</u></b></p> <p>WHST 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: center;">NOTE: In order for students to be able to write coherently, they need to know how to use cause and effect correctly. Without understanding cause and effect, students will have a lot of trouble meeting the standard listed above.</p>	<p style="text-align: center;"><b><u>LIFE SKILLS:</u> <a href="#">click &gt;</a></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></p> <p>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 style="text-align: center;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p><b><u>DISCUSSION:</u></b> 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>ACT-IT-OUT:</u></b> GR.8-SL 5.0: <u>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u></p> <p><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.</p> <p><b><u>MAPPING:</u></b> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><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.</p> <p><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 does a person’s self-identity shape their ideas and actions, and how can you use this knowledge to 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>