

DIGITAL AGENDA: 10-3-16 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
SMART START	SMART START	SMART START
Volume: Silent to a Whisper Copy the objective and prepare materials Time: 3 - 5 minutes	Volume: Silent to a Whisper Objective, Questions, Materials Time: 3 - 5 minutes	Volume: Silent to a Whisper Objective, questions, and station signup Time: 3 - 5 minutes
OBJECTIVE	OBJECTIVE	OBJECTIVE
I will analyze the life paths of people living in the American West in the 1800s, by gathering evidence from primary and secondary sources, and writing a clear explanation about my research.	I will be able to think like a social psychologist, in order to analyze regional differences created by the American people.	No School
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Write your own guiding question :)	In what ways were the people living in the Northeastern, Southern, and Western regions of America during 1800 to the 1850s different, and how did they shape the United States?	No School
AGENDA	AGENDA	AGENDA
A. Community: Opening class checkin 1. Introduction: Western Region 2. Station Signups TM1 - TM3 - TM4 - TM5 - TM6 3. Complete 2 rotations. B. Resources: 1. Directions #3 2. Readings #3 3. Youtube Channel C. Exit Ticket: 1. Notebook Complete 2. 3 stamps 3. Finished Station Products	A. Community: Opening class checkin 1. Unit 2: Final Assessment A) CLICK HERE During this Google Classroom assessment, you will write a long paragraph response to an essential question, using historical documents. B. Exit Ticket(s): 1. Submit your paragraph. 2. Turn in your notebook	A. Community: Opening class checkin 1. No School.

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><u>CONTENT KNOWLEDGE:</u></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;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p><u>DISCUSSION:</u> 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><u>ACT-IT-OUT:</u> GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><u>IMAGINATION:</u> 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><u>MAPPING:</u> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>WRITING:</u> 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><u>DIGITAL:</u> 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;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><u>CONTENT KNOWLEDGE:</u></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;"><u>COMMON CORE SKILLS:</u></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;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><u>CONTENT KNOWLEDGE:</u></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;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p><u>DISCUSSION:</u> 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><u>ACT-IT-OUT:</u> GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><u>IMAGINATION:</u> 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><u>MAPPING:</u> WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>WRITING:</u> 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><u>DIGITAL:</u> 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>
UNIT 2: IDENTITY		
<p>ESSENTIAL QUESTION: 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>Assessments & Homework See web site calendar</p>	<p>MISSION OBJECTIVE: I will be able to think like a social psychologist, in order to analyze regional differences created by the American people.</p>