

DIGITAL AGENDA: 9-12-16 — 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 <u>develop</u> an understanding of the people living in America in the 1800s, by <u>thinking</u> like a social psychologist to <u>analyze</u> artworks from that time period, and <u>write</u> about my findings.	I will pose questions and make connections, while our guest speakers address the class, and participate in a professional discussion at the end.	I will <u>analyze</u> the life paths of people living in the American Northeast 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> .
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Write your own <u>guiding question(s)</u> for this lesson :) OR use mine: What questions does a social psychologist ask, and how can we use those questions to understand the people of America in the 1800s?	Write or think of your own questions during the presentation :)	Write your own <u>guiding question</u> :)
AGENDA	AGENDA	AGENDA
A. Community: Opening class checkin 1. Unit 2: Identity > Download/View the Presentation 2. Use what you learned: > Art analysis 3. Share what you learned - Community presentations B. Exit Ticket(s): 1. Paragraph answering the guiding question 2. Question for the guest speaker	A. Community: Opening class checkin 1. Guest Speakers A) Speaker's introduction B) Guest Speakers Discussion: What they do and Career and College Paths C) Q&A B. Exit Ticket(s): 1. Comments & further questions	A. Community: Opening class checkin 1. Introduction: Northeastern Region 2. Station Signups TM1 - TM3 - TM4 - TM5 - TM6 3. Complete 2 rotations. B. Resources: 1. Readings #1 2. Directions #1 3. Youtube Channel C. Exit Ticket: 1. Paragraph answering the guiding question

STANDARDS	STANDARDS	STANDARDS
<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> <u>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.</u></p> <p><u>COMMON CORE SKILLS:</u> <u>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p style="text-align: center;"><u>OR</u></p> <p><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.</u></p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> <u>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.</u></p> <p><u>COMMON CORE SKILLS:</u> <u>GR8-SL 1.0b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</u></p> <p style="text-align: center;"><u>OR</u></p> <p><u>GR8-SL 1.0c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</u></p>	<p><u>LIFE SKILLS: click ></u></p> <p><u>CONTENT KNOWLEDGE:</u> <u>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.</u></p> <p><u>STATIONS COMMON CORE SKILLS:</u> <u>DISCUSSION:</u> <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.</u></p> <p><u>ACT-IT-OUT:</u> <u>GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u></p> <p><u>IMAGINATION:</u> <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.</u></p> <p><u>MAPPING:</u> <u>WHST 6-8.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><u>WRITING:</u> <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.</u></p> <p><u>DIGITAL:</u> <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.</u></p>
UNIT 2: IDENTITY		
<p>ESSENTIAL QUESTION: 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>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>