

DIGITAL AGENDA: 9-26-16 — 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 South in the 1800s, by gathering evidence from primary and secondary sources, and writing a clear explanation about my research .	I will identify cause and effect in a variety of readings and understand cause and effect enough to use it to make historically plausible inferences.	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 .
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Write your own guiding question :)	Write your own guiding question :)	Write your own guiding question :)
AGENDA	AGENDA	AGENDA
A. Community: Opening class checkin 1. Continue: Southern Region 2. Station Signups TM1 - TM3 - TM4 - TM5 - TM6 3. Complete 2 rotations. B. Resources: 1. Directions #2 2. Readings #2 3. Youtube Channel C. Exit Ticket: 1. Paragraph answering the guiding question	A. Community: Opening class checkin 1. Unit 2: Mini-Lesson A) Cause and Effect: Understanding how to identify and use cause and effect is an important skill that any social scientists must have. 1) Video lecture: WATCH HERE 2) Complete the Cause and Effect learning packet . • The substitute may choose if you can work in pairs or alone. Follow the substitute teachers instructions. B. Exit Ticket(s): 1. Hand in your packet to the substitute teacher.	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

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><u>LIFE SKILLS:</u> click ></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:</u> click ></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:</u> click ></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>