

<b>WEEK OF:</b> October 12– October 16, 2020	
<b>John Keaney</b>	9 <sup>th</sup> Grade Social Studies
<b>CONTACT INFO:</b>	<a href="mailto:John.Keaney@thedeltahighschool.com">John.Keaney@thedeltahighschool.com</a> Or message me on Remind.
<b>OFFICE HOURS:</b>	<b>M – F 11:45 – 12:45</b>
<b>OBJECTIVES:</b> Community building, Review Social Studies basics with a focus on gathering relevant evidence, and evaluating evidence presented by peers. Utilizing Channels and online tools to collaborate as a small group.	
<b>ZOOM LINKS:</b> Posted in Teams in the “Important Links” channel and in each student’s calendar in Teams. Please let me know if you are having trouble accessing Teams, I can send you an invite by email.	
<b>Asynchronous Assignment</b>	
Last week (Due 10/13)	This week (Due 10/20)
Group Research Project Review hypothesis each student created about trade a migration. Determine a group theory and create a presentation explaining lessons we can learn from the past in regards to current trade and migration policies.	This week we are going to investigate the legacy of Christopher Columbus. After reviewing resources you will need to decide who is responsible for the atrocities that occurred following Columbus and determine who is to blame. You will write a short explanation with reference to sources, and then explain your position using flip grid.
<b>Standards:</b>	<b>Standards:</b>
<b>SSS1.9-12.4:</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection <b>SSS 3.9-12.5</b> <ul style="list-style-type: none"> <li>Explain lessons we can apply from the past about Trade and Migration</li> <li>Integrate evidence from at least two (2) relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present</li> </ul> <b>E.1.9-10.2</b> Analyze how choices made by individuals, firms or governments are constrained by the resources to which they have access.	<b>SSS 3.9-12.5</b> <ul style="list-style-type: none"> <li>Explain lessons we can apply from the past about Trade and Migration</li> <li>Integrate evidence from at least two (2) relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present</li> </ul> <b>H1.9-10.3</b> Design questions generated about individuals and groups that assess how the significance of their actions changes over time. <b>H3.9-10.3</b> Explain how the perspectives of people in the present shape interpretations of the past.
<b>IDEAS FOR USING YOUR ASYNCHRONOUS TIME:</b> Pick a day to focus on each class, create a calendar for yourself, and make sure you know when your appointments are and where to find corresponding links.	

