

DIGITAL AGENDA: 11-28-16 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
SMART START	SMART START	SMART START
Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).	Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).	Volume: Whisper Time: 5 minutes Do: Write Objective and guiding question, and sign up for stations (if applicable).
OBJECTIVE	OBJECTIVE	OBJECTIVE
I will use my close reading strategies to read informational texts (IT) about the “separation of powers” and the preamble of the constitution. I will demonstrate my understanding by rewriting the preamble of the constitution.	I will use close reading to analyze primary and secondary sources about the form and function of the US Constitution, and synthesizing my understanding by writing a classroom constitution.	I will use close reading to analyze primary and secondary sources about the form and function of the US Constitution, and synthesizing my understanding by writing a classroom constitution.
?? GUIDING QUESTION ??	?? GUIDING QUESTION ??	?? GUIDING QUESTION ??
Is it wise to separate governing powers; why or why not?	What is the form and function of the United States Constitution?	What are the purpose and the powers of the legislative branch?
AGENDA	AGENDA	AGENDA
<p>A. Community: Opening class checkin</p> <ol style="list-style-type: none"> Listen: Separation of powers in the US Constitution. > The Preamble demystified. Read: <ol style="list-style-type: none"> IT - Separation of Powers IT - Executive Branch Create: Use your notes and information from the readings and other resources, to rewrite your Preamble to your Class Constitution. <p>B. Resources (additional):</p> <ol style="list-style-type: none"> Readings online: TM Newsletter <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> Preamble to your CLE Constitution Peer feedback rubric. 	<p>A. Community: Opening class checkin</p> <ol style="list-style-type: none"> Must Do: FINISH your Preamble: Use your notes and information from the readings and other resources, to FINISH WRITING your Preamble to your Class Constitution. May Do: Work on your Student Portfolio. <p>B. Resources:</p> <ol style="list-style-type: none"> Readings online: TM Newsletter <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> Preamble - Notebook Stamp Portfolio - Update Page Stamp 	<p>A. Community: Opening class checkin</p> <ol style="list-style-type: none"> Listen: Constitution Review Legislative Branch Video 1 Video 2 Read: <ol style="list-style-type: none"> The Great Compromise Legislative Branch Create: Use your notes and information from the readings and other resources, to create Article I of your Class Constitution. <p>B. Resources (additional):</p> <ol style="list-style-type: none"> Readings online: TM Newsletter <p>C. Exit Ticket:</p> <ol style="list-style-type: none"> Guiding Question Paragraph Peer feedback rubric.

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>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (ETAL)</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. (ETAL)</p> <p style="text-align: center;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p style="text-align: center;">http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>	<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><u>CONTENT KNOWLEDGE:</u></p> <p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (ETAL)</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. (ETAL)</p> <p style="text-align: center;"><u>COMMON CORE SKILLS:</u></p> <p>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;">NOTE: Students are creating and maintaining a student work portfolio. All their exemplar work will be added to their portfolio and organized into an easy to navigate website or Google Slides presentation.</p>	<p style="text-align: center;"><u>LIFE SKILLS: click ></u></p> <p style="text-align: center;"><u>CONTENT KNOWLEDGE:</u></p> <p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (ETAL)</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. (ETAL)</p> <p style="text-align: center;"><u>STATIONS COMMON CORE SKILLS:</u></p> <p style="text-align: center;">http://ddetterich.weebly.com/history-classroom.html</p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>
UNIT 4: Government		
<p>ESSENTIAL QUESTION:</p> <p>Is the United States government an effective form of democracy?</p>	<p style="text-align: center;">Assessments & Homework</p> <p style="text-align: center;">See web site calendar</p>	<p>MISSION OBJECTIVE:</p> <p>I will be able to think like a political scientist, so that I can analyze, evaluate, and synthesize the effectiveness of the American political system and how people participate in it.</p>