

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
A. Community: Opening class checkin 1. Listen: Separation of powers in the US Constitution . > The Preamble demystified . 2. Read: a. IT - Separation of Powers b. IT - Executive Branch 3. Create: Use your notes and information from the readings and other resources, to rewrite your Preamble to your Class Constitution. B. Resources (additional): a. Readings online: TM Newsletter C. Exit Ticket: 1. Preamble to your CLE Constitution 2. Peer feedback rubric.	A. Community: Opening class checkin 1. 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. 2. May Do: Work on your Student Portfolio. B. Resources: a. Readings online: TM Newsletter C. Exit Ticket: 1. Preamble - Notebook Stamp 2. Portfolio - Update Page Stamp	A. Community: Opening class checkin 1. Listen: Constitution Review Legislative Branch Video 1 Video 2 2. Read: a. The Great Compromise b. Legislative Branch 3. Create: Use your notes and information from the readings and other resources, to create Article I of your Class Constitution. B. Resources (additional): a. Readings online: TM Newsletter C. Exit Ticket: 1. Guiding Question Paragraph 2. 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>