

# DIGITAL AGENDA: 12-5-16 — UNITED STATES HISTORY

MONDAY / TUESDAY	WEDNESDAY	THURSDAY / FRIDAY
<b>SMART START</b>	<b>SMART START</b>	<b>SMART START</b>
<b>Volume:</b> Whisper <b>Time:</b> 5 minutes <b>Do:</b> Write Objective and guiding question, and sign up for stations (if applicable).	<b>Volume:</b> Whisper <b>Time:</b> 5 minutes <b>Do:</b> Write Objective and guiding question, and sign up for stations (if applicable).	<b>Volume:</b> Whisper <b>Time:</b> 5 minutes <b>Do:</b> Write Objective and guiding question, and sign up for stations (if applicable).
<b>OBJECTIVE</b>	<b>OBJECTIVE</b>	<b>OBJECTIVE</b>
<b>I will use close reading</b> to analyze primary and secondary sources about the form and function of the US Constitution, and synthesize my understanding by writing a classroom constitution.	<b>I will use close reading</b> to analyze primary and secondary sources about the form and function of the US Constitution, and synthesize my understanding by writing a classroom constitution.	<b>I will use close reading</b> to analyze primary and secondary sources about the form and function of the US Constitution, and synthesizing my understanding by writing a classroom constitution.
<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>	<b>?? GUIDING QUESTION ??</b>
What are the purposes and powers of the Executive and Judicial branches?	What are the purposes and powers of the Executive and Judicial branches?	What are the purposes and the powers of the BILL OF RIGHTS?
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>
<p><b>A. Community: Opening class checkin</b></p> <ol style="list-style-type: none"> <li><b>Listen:</b> <a href="#">Branches of Government</a>   <a href="#">Executive Branch</a>   <a href="#">Judicial Branch</a></li> <li><b>Read:</b> <ol style="list-style-type: none"> <li><a href="#">Executive Branch</a></li> <li><a href="#">Judicial Branch</a></li> </ol> </li> <li><b>Create:</b> Use your notes and information from the <a href="#">readings</a> and other resources, to create Article II and Article III of your Class Constitution.</li> </ol> <p><b>B. Resources (additional):</b></p> <ol style="list-style-type: none"> <li><a href="#">Readings online: TM Newsletter</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>Peer feedback rubrics for both branches.</li> </ol>	<p><b>A. Community: Opening class checkin</b></p> <ol style="list-style-type: none"> <li><b>Must Do:</b> <b>PEER FEEDBACK GALLERY</b> <b>WALK:</b> Tape up your Article II and III for peer review and feedback.</li> <li><b>May Do:</b> <a href="#">Preview your final exam.</a></li> </ol> <p><b>B. Resources:</b></p> <ol style="list-style-type: none"> <li><a href="#">Readings online: TM Newsletter</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>Preamble - Notebook Stamp</li> <li>Portfolio - Update Page Stamp</li> </ol>	<p><b>A. Community: Opening class checkin</b></p> <ol style="list-style-type: none"> <li><b>Listen:</b> <a href="#">Bill of Rights</a></li> <li><b>Read:</b> <ol style="list-style-type: none"> <li><a href="#">Bill of Rights</a></li> </ol> </li> <li><b>Create:</b> Use your notes and information from the <a href="#">readings</a> and other resources, to create Article II and Article III of your Class Constitution.</li> </ol> <p><b>B. Resources (additional):</b></p> <ol style="list-style-type: none"> <li><a href="#">Readings online: TM Newsletter</a></li> </ol> <p><b>C. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>Peer feedback rubrics for both branches.</li> </ol>

STANDARDS	STANDARDS	STANDARDS
<p style="text-align: center;"><b><u>LIFE SKILLS: click &gt;</u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></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;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p style="text-align: center;"><a href="http://ddetterich.weebly.com/history-classroom.html">http://ddetterich.weebly.com/history-classroom.html</a></p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>	<p style="text-align: center;"><b><u>LIFE SKILLS: click &gt;</u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></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;"><b><u>COMMON CORE SKILLS:</u></b></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>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;"><b><u>LIFE SKILLS: click &gt;</u></b></p> <p style="text-align: center;"><b><u>CONTENT KNOWLEDGE:</u></b></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;"><b><u>STATIONS COMMON CORE SKILLS:</u></b></p> <p style="text-align: center;"><a href="http://ddetterich.weebly.com/history-classroom.html">http://ddetterich.weebly.com/history-classroom.html</a></p> <p>ALSO SEE THE STANDARDS BULLETIN BOARD NEAR THE WINDOWS INT HE CLASSROOM.</p>
<b>UNIT 4: Government</b>		
<p><b>ESSENTIAL QUESTION:</b></p> <p>Is the United States government an effective form of democracy?</p>	<p style="text-align: center;"><b>Assessments &amp; Homework</b></p> <p style="text-align: center;"><a href="#">See web site calendar</a></p>	<p><b>MISSION OBJECTIVE:</b></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>