

**Digital Agenda:**  
**United States History - Ms. Detterich - Skirball Middle School**

<b>Teacher:</b> Ms. Detterich	<b>Date</b> Week(s) of 8/3/2015	U.S. History	<b>Grade:</b> 8
<b>MONDAY/TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY/FRIDAY</b>	
<b>DO NOW :)</b>  <b>Welcome!</b> Please take out your notebook and syllabus, and collect an AMT if you plan to participate on paper today.	<b>DO NOW :)</b>  <b>Welcome!</b> Please, take out your notebook, and begin writing everything you know about geography. You may include pictures!	<b>DO NOW :)</b>  <b>Welcome!</b> Please, get your Cross Country Vacation Plan packet, and start from where you left off.	
<b>Learning Goal Objectives</b>	<b>Learning Goal Objectives</b>	<b>Learning Goal Objectives</b>	
<b>I will learn</b> about behavioral expectations, about classroom procedures, and about what we will learn and do in this United States History class.	<b>I will learn</b> how to use the 5 themes of geography to explore and describe at least 5 states in the United States of America.	<b>I will learn</b> how to apply my knowledge about US Geography, by discussing trip plans with my peers and by earning a proficient score on the U.S. map test.	
<b>AGENDA</b>	<b>AGENDA</b>	<b>AGENDA</b>	
<ol style="list-style-type: none"> <li>1. Discuss the questionnaire</li> <li>2. Review the <a href="#">syllabus</a></li> <li>3. AMT metacognitive mini lesson               <ol style="list-style-type: none"> <li>a. Classroom Q &amp; A</li> </ol> </li> <li>4. Exit Ticket(s):               <ol style="list-style-type: none"> <li>a. Hand in Questionnaires</li> <li>b. Hand in AMTs</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Direct instruction               <ol style="list-style-type: none"> <li>a. How to use a textbook to find the information that you need</li> <li>b. 5 themes mini lesson.</li> </ol> </li> <li>2. Geography stations (<a href="#">link</a>)               <ol style="list-style-type: none"> <li>a. Independent station 1</li> <li>b. Independent station 2</li> </ol> </li> <li>3. Exit Ticket(s):               <ol style="list-style-type: none"> <li>a. Hand in all work</li> <li>b. Exit ticket paragraph</li> </ol> </li> </ol> <p style="text-align: center;"><b><a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a></b></p>	<ol style="list-style-type: none"> <li>1. Geography stations (<a href="#">link</a>)               <ol style="list-style-type: none"> <li>a. Independent station 2</li> <li>b. Listening/Speaking station 3</li> </ol> </li> <li>2. Individual meetings with Ms. Detterich to set up your online learning tools.</li> <li>3. United States Map Test</li> <li>4. Exit Ticket(s):               <ol style="list-style-type: none"> <li>a. Hand in all work</li> <li>b. Exit Ticket: Verbally answer the core question before you exit.</li> </ol> </li> </ol>	
<b>Core Question</b>	<b>Core Question</b>	<b>Core Question</b>	
<b>How should we think in Ms. Detterich's United States History class? What is the purpose of this United States history course, and what will we be learning this year?</b>	<b>What is geography and why is it important to learn about it?</b>	<b>How do I use what I have learned to communicate what I know?</b>	

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<b>STANDARDS</b>	<b>STANDARDS</b>	<b>STANDARDS</b>
<p style="text-align: center;"><b><u>Common Core:</u></b></p> <p><b>Reading: RH 10.</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>Writing: WHST 4.</b> 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;"><b><u>Content:</u></b></p> <p><b>Geography:</b>  <b>8.12.1:</b> Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p>	<p style="text-align: center;"><b><u>Common Core:</u></b></p> <p><b>Reading: RH 10.</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>Writing: WHST 4.</b> 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;"><b><u>Content:</u></b></p> <p><b>Geography:</b>  <b>8.12.1:</b> Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map</p>	<p style="text-align: center;"><b><u>Common Core:</u></b></p> <p><b>Reading: RH 10.</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>Writing: WHST 4.</b> 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;"><b><u>Content:</u></b></p> <p><b>Geography:</b>  <b>8.12.1:</b> Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map</p>
<p><b>Core essential?</b> How do I use what I've learned to communicate what I know?</p>		
<p><b>Assessments:</b> Questionnaire, Cross Country Trip Plan, and U.S. Geography States Test.</p>		
<p><b>Homework:</b> <a href="#">See web site calendar</a></p>		