

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

Teacher:	Ms. Detterich	Date	Week(s) of 9/28/2015	U.S. History		Grade:	8
MONDAY/TUESDAY		WEDNESDAY		THURSDAY/FRIDAY			
DO NOW :) Silent activity Welcome! Opening question, Quick write in your notebook. See the Smartboard or click here .		DO NOW :) Silent activity Welcome! Open Edmodo to begin celebrating your knowledge about immigration.		DO NOW :) Silent activity Welcome! Opening question, Quick write in your notebook. See the Smartboard.			
Learning Goal Objectives		Learning Goal Objectives		Learning Goal Objectives			
I will learn HOW to interpret information about immigration, so that I can evaluate how Americans have treated immigrants in the past.		I will learn HOW to use my vocabulary to demonstrate my knowledge about immigration.		I will learn HOW to analyze the reliability of sources presenting information about immigration.			
AGENDA		AGENDA		AGENDA			
<p>1. Whole class (10 mins)</p> <ul style="list-style-type: none"> a. Discuss the do now question as a class. b. Sign-up Genius for Station Rotations. TM1 - TM3 - TM4 - TM5 - TM6 <p>2. Mission Stations</p> <ul style="list-style-type: none"> a. Station #1: Geography of Immigration b. Station #2: Immigrant Groups Experiences c. Station #3: Political Party Policies d. Station #4: Immigration Law e. Station #5: Immigration Issues and History <p>3. End of Class Present your Learning: You will teach the class what you learned at your station. You present in any form you choose, Telegami, video, audio, or other.</p> <ul style="list-style-type: none"> a. The audience takes notes during the presentations. <p>4. Exit plan(s): Notebook showing completed station work.</p>		<p>1. Edmodo Celebration of knowledge.</p> <p>2. Work on your Problem Solving Homework. Google Drive</p> <p>3. Study and interact with your notebook</p> <ul style="list-style-type: none"> a. Finish any incomplete or missing work. b. Use the notebook rubric to guide your work. <p>4. Exit plan(s):</p> <ul style="list-style-type: none"> a. Submit your quiz. b. Turn in all work. 		<p>1. Whole class (10 mins)</p> <ul style="list-style-type: none"> a. Introduction to analyzing the reliability of sources. Reliable vs Unreliable. b. Lunchroom Fight Worksheet c. Reliable and unreliable T-charts. <p>2. Gallery Walk</p> <ul style="list-style-type: none"> a. Use the graphic organizer worksheet: <ul style="list-style-type: none"> - Glue/tape it into your notebook - record your analysis on the worksheet b. Stand by a document. Only 4 students per document. c. When finished, return to your table to analyze your information AND answer the guiding question. <p>3. End of Class Present your Learning: Students will share their ideas about the reliability of various sources.</p> <p>4. Exit plan(s): Notebook showing completed Gallery Walk AND Group worksheet for Lunchroom fight.</p>			
Guiding Question		Guiding Question		Guiding Question			
What knowledge helps you understand immigration issues the most, and why?		NA		Can a source of information be both reliable and unreliable?			

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STANDARDS	STANDARDS	STANDARDS
<p align="center">Common Core:</p> <p align="center">Reading & Speaking/Listening:</p> <p>SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p align="center">Writing:</p> <p>WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p align="center">Content:</p> <p align="center">Building Background Knowledge:</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.5: Students analyze U.S. foreign policy.</p> <p>8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>	<p align="center">Common Core:</p> <p align="center">Reading & Speaking/Listening:</p> <p>RH 10. 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 align="center">Writing:</p> <p>WHST 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p align="center">Content:</p> <p align="center">Building Background Knowledge:</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.5: Students analyze U.S. foreign policy.</p> <p>8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>	<p align="center">Common Core:</p> <p align="center">Reading & Speaking/Listening:</p> <p>SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p align="center">Writing:</p> <p>WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p align="center">Content:</p> <p align="center">Building Background Knowledge:</p> <p>8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.5: Students analyze U.S. foreign policy.</p> <p>8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>
<p>Unit Question(s)? What obstacles do immigrants encounter and how can we help them overcome those obstacles?</p>		
<p>Assessments & Homework See web site calendar</p>		