

Week: 12/7/2015

MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
<p>All Scholars: Learning Goal Objective</p>	<p>All Scholars: Learning Goal Objective</p>	<p>All Scholars: Learning Goal Objective</p>
<p>I can read, write, and discuss about how Mexican culture, politics, and economy has helped shape the United States of America.</p>	<p>I can research to build and present my knowledge about American geographic, social, political, and economic history.</p>	<p>I can research to build and present my knowledge about American geographic, social, political, and economic history.</p>
<p>DO NOW :)</p>	<p>DO NOW :)</p>	<p>DO NOW :)</p>
<p>Volume: WHISPER Take out your materials, sign-up for your next station, and prepare to start.</p>	<p>Volume: WHISPER Watch this video - CLICK HERE Explain the project directions.</p>	<p>Volume: WHISPER Set-up your notebook. See the Eno Board for specific instructions or DOWNLOAD here.</p>
<p>AGENDA</p>	<p>AGENDA</p>	<p>AGENDA</p>
<p>1. Whole class: 10 mins a. prepare to complete the learning stations.</p> <p>2. Station Rotations! Whoot Whoot! a. Ready? Set. Sign up for your first station: TM1 - TM3 - TM4 - TM5 - TM6 b. Resources: DOWNLOAD c. Directions: DOWNLOAD d. Rubric: DOWNLOAD</p> <p>3. Exit Ticket: 5 mins a. Learning Stations Quiz in Edmodo.</p>	<p>1. Whole class: a. Discuss the project directions video.</p> <p>2. Independent: a. Read the project planner and rubric. b. Begin your project planner.</p> <p>3. Exit Ticket: 5 mins a. Share your ideas with the class. b. Hand in your work.</p>	<p>1. Whole class: 15 mins a. Short video notes and discussion.</p> <p>2. Project Stations a. Independent: Work on your i. Project planner ii. Rubric criteria iii. Learning goals b. Student and Teacher checkins: Bring your project planner, notebook, and questions to discuss and plan with Ms. Detterich.</p> <p>3. Exit Ticket: 5 mins a. Hand in all work.</p>
<p>Guiding Question</p>	<p>Guiding Question</p>	<p>Guiding Question</p>
<p>How has Mexican culture, politics, and economy helped shape the United States of America?</p>	<p>What does it mean to be American?</p>	<p>What does it mean to be American?</p>

Digital Agenda: 8th Grade, **United States History** - Ms. Detterich - Skirball Middle School

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STANDARDS	STANDARDS	STANDARDS
<p>History Content: Building Background Knowledge: 8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p> <p>8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p> <p>8.9.4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p> <p>Common Core: Reading: RH 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing: WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking/Listening: GR.8-SL 4.0: Present claims and findings..emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>History Content: Building Background Knowledge: ALL 8TH GRADE HISTORY STANDARDS REGARDING AMERICAN IDEALS, IMMIGRANTS, WOMEN, NATIVE AMERICANS, AND MEXICAN AMERICANS.</p> <p>Common Core: Reading: RH 9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Writing: WHST 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Speaking/Listening: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>History Content: Building Background Knowledge: ALL 8TH GRADE HISTORY STANDARDS REGARDING AMERICAN IDEALS, IMMIGRANTS, WOMEN, NATIVE AMERICANS, AND MEXICAN AMERICANS.</p> <p>Common Core: Reading: RH 9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Writing: WHST 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Speaking/Listening: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>Unit Question(s) ? What does it mean to be American? What are some of the most important Native American, Mexican American, and Asian American experiences to know about, and why do you think they are significant?</p>		
<p>Assessments & Homework See web site calendar</p>		