

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

Teacher:	Ms. Detterich	Date	Week(s) of 9/14/2015	U.S. History		Grade:	8
MONDAY/TUESDAY	WEDNESDAY		THURSDAY/FRIDAY				
DO NOW :) Whisper activity Welcome! Open your Politics of Slavery text packet in Adobe Reader OR open a new one CLICK HERE	DO NOW :) Silent activity Welcome! Open your notebooks and prepare for class.		DO NOW :) Silent activity Welcome! Login to Edmodo and begin the test titled: Theme Unit 1: American Ideals - Summative Test				
Learning Goal Objectives	Learning Goal Objectives		Learning Goal Objectives				
I will learn ABOUT early American ideals and how they have shaped our country, such as... I will learn HOW to use textual evidence to ask questions, make claims, and debate issues.	I will learn how to use my notebook rubric and Habits of Mind to guide my learning.		I will learn HOW to celebrate my knowledge about early American ideals and to celebrate my historical thinking skills, such as using textual evidence and asking and answering historical thinking questions.				
AGENDA	AGENDA		AGENDA				
1. Constitution Debate: 4 Corners (10 mins) a. Four Corners: Discussion & Debate Go to your corners! 2. Mission Stations 1-3 (25-30 mins) a. Station #1: Letter To Tocqueville Copy, Complete, and submit the finished Google doc to the Student Work folder. OPEN > TM1 - TM3 - TM4 - TM5 - TM6 b. Station #2: iNotes (independent notes) Download the Lecture . Start on page 39. Complete all notes and use your notebook rubric to guide your note taking. c. Station #3: Mapping ideals (Maps) Use your notebook, textbooks, to label the locations where early American ideals were created, shaped, and fought for. GET THE MAP AND Complete this Google form LINK . 3. Exit plan (s): (15 mins) a. Google Form Exit ticket > CLICK HERE .	1. Retake or make up Quizzes a. Edmodo 2. Finish any Mission Station work that you did not complete. (see Orange Agenda days) 3. Work on your notebook a. Work on or finish any incomplete or missing work. b. Use the notebook rubric to guide your work. 4. Exit plan (s): a. Turn in all work.		1. Independent: Edmodo & Actively Learn , and the Google Drive a. 20 multiple choice questions about early American ideals IN Edmodo b. 1 TCERS essay: Actively Learn & Google Drive i. Read & Listen to MLK's "I Have a Dream" speech in Actively Learn . ii. Write a TCERS essay in the Google Drive OPEN > TM1 - TM3 - TM4 - TM5 - TM6 iii. Copy it to your drive & Complete the file. Theme1SummativeEssayPlan.doc iv. Rename the file: Example Detterich-Dana-Theme1SummativeEssayPlan.doc Submit your essay to to folder: TM# Student Work If you are having trouble with the steps to use the Google Drive, come up to me and I will help you set it up.				
Focus Question	Focus Question		Focus Question				
Did the Constitution of the U.S. achieve early American Ideals by the 1860s?	How do I know what I know?		Did Martin Luther King Jr. think that America had achieved its ideals by the 1960s?				

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STANDARDS	STANDARDS	STANDARDS
<p align="center">Common Core:</p> <p>Reading: RH 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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>Writing: WHST 1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p align="center">Content:</p> <p>Building Background Knowledge: 8.1: Students understand the major events of the founding of the nation and relate their significance to the development of American constitutional democracy. 8.2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p>	<p align="center">Common Core:</p> <p>Reading: 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>Writing: 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>Building Background Knowledge: 8.1: Students understand the major events of the founding of the nation and relate their significance to the development of American constitutional democracy.</p>	<p align="center">Common Core:</p> <p>Reading: RH 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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>Writing: WHST 1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p align="center">Content:</p> <p>Building Background Knowledge: 8.1: Students understand the major events of the founding of the nation and relate their significance to the development of American constitutional democracy. 8.2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p>
<p>Unit Question(s)? What ideals have shaped the American character and belief system? Have the American people achieved these ideals?</p>		
<p>Assessments & Homework See web site calendar</p>		