

FIELD TRIP!

MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Learning Goal Objective	Learning Goal Objective	Learning Goal Objective
I will demonstrate what I learned about a president of the United States, by debating with other scholars about who should be the next president of the U.S.	I will identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment. (8CBf)	I will build my content and academic vocabulary for or new unit on U.S. economic history, by creating a digital, print, or handmade finished product that demonstrates my learning.
DO NOW :)	DO NOW :)	DO NOW :)
Volume: Whisper - Time: 5mins Prepare materials, know your objective, and understand the guiding question.	Volume: Whisper	Volume: Whisper - Time: 5mins Prepare materials, know your objective, and understand the guiding question.
AGENDA	AGENDA	AGENDA
<p>1. Whole class:</p> <ul style="list-style-type: none"> a. Agent X directive transmission b. Discuss and demonstrate that you know: what the objective means and what the guiding question is asking. <p>2. Debate & Discussion: 20 mins/Round</p> <ul style="list-style-type: none"> a. See the board for the rules. b. 1 minute to switch to a debate table. c. Resources and directions. <ul style="list-style-type: none"> i. DEBATE FORM & DIRECTIONS > <p>3. Exit Ticket:</p> <ul style="list-style-type: none"> a. Turn in your checklist b. Turn in your debate form. 	<p>1. Must Do:</p> <ul style="list-style-type: none"> a. Work on your Digital Paper Timeline b. Finish <p>2. Genius Hour ...continue</p> <p>3. Exit Ticket:</p> <ul style="list-style-type: none"> i. Clean-up ii. Submit all completed work 	<p>1. Whole class:</p> <ul style="list-style-type: none"> a. Discuss and demonstrate that you know: what the objective means and what the guiding question is asking. <p>2. Vocabulary Stations:</p> <ul style="list-style-type: none"> a. Sign-up for a station: <ul style="list-style-type: none"> i. TM1 - TM3 - TM4 - TM5 - TM6 b. Station resources and directions. <ul style="list-style-type: none"> i. QUIZLET > ii. VOCAB DIRECTIONS > <p>3. Exit Ticket:</p> <ul style="list-style-type: none"> a. EDMODO: Expository Paragraph
Guiding Question	Guiding Question	Guiding Question
Which current presidential candidate would be the best choice for president and why?	What can I do to become SAT, College, and Career ready?	What type of economic system do we use in the United States?

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

Week: 3/28/2016 --- Theme #6: Government and Power & Theme #7: Money and Power

STANDARDS	STANDARDS	STANDARDS
<p>History Content: Building Background Knowledge: 8.2, 8.2.7, 8.3, 8.3.6, 8.4.1, 8.4.2, 8.8.1, AND 8.10.4 SEE THE OBJECTIVE FOR STANDARDS LANGUAGE.</p> <p>Common Core: Reading: ALL Stations: RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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>Writing Stations: WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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>WHST 9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Speaking/Listening Stations: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>GR8-SL 1.0b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>History Content: Building Background Knowledge: SEE PREVIOUS UNITS FOR ALL STANDARDS RELATED TO THE CLASSWORK. CLICK HERE</p> <p>Common Core: Reading: SEE PREVIOUS UNITS FOR ALL STANDARDS RELATED TO THE CLASSWORK. CLICK HERE</p> <p>Writing: SEE PREVIOUS UNITS FOR ALL STANDARDS RELATED TO THE CLASSWORK. CLICK HERE</p> <p>Speaking/Listening: SEE PREVIOUS UNITS FOR ALL STANDARDS RELATED TO THE CLASSWORK. CLICK HERE</p> <p>Life Skills: WC2.3</p>	<p>History Content: Building Background Knowledge: 8.3.2, 8.3.3, 8.4.3, 8.6.1, 8.6.2, 8.7.1, 8.8.4, AND 8.12 (all). SEE THE OBJECTIVE FOR STANDARDS LANGUAGE.</p> <p>Common Core: Reading: ALL Stations: RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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>Writing Stations: WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</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>WHST 9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Speaking/Listening Stations: GR.8-SL 5.0: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>GR8-SL 1.0b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>
<p>Unit Question(s) and Prompts? Is the United States government effective at protecting the civil rights of the American people?</p>		
<p>Assessments & Homework See web site calendar</p>		