

MONDAY, August 15, 2016

Belief Statement

Only the educated are free. We are free to live a prosperous life. We live longer. We make more money. We are happier. Therefore, we pledge to become educated, no matter what it takes.

Belief Statement

Only the educated are free. I am free to live a prosperous life. I live longer. I make more money. I am happier. Therefore, I pledge to become educated, no matter what it takes.

Do Now

Imagine a member of your family bombed your house and the police locked up **EVERYONE** living in your home. Is that fair? Explain your answer. (7 lines)

HIC - Day 1, Week 1

AGENDA

1. Belief Statement
2. Do Now
3. Homework in Class
4. Learning Objective
5. Vocabulary
6. Whole Group Instruction - Japanese Internment
7. Small Group Practice - Sentence structure
8. Exit Slip

Learning Objective

1. I can use prefixes to define words.
2. I can find text support when I answer question.

Whole Group Instruction - Vocabulary

1. What is a prefix?
2. What is the meaning of the prefix “re”.
3. What is the meaning of the following words:

Restitution

Relocation

Renunciation

What are Prefixes?

Prefix - letters added to the front of a word to change its meaning.

What is the meaning of the prefix “re”?

Re - to do something over.

Examples

Restitution - to pay back what was owed, e.g., My mom made me pay restitution for the items I stole from the store.

Relocation - to go back to where you came from, e.g., My family is relocating to our home in Normandy, so I won't be going to this school any longer.

Renounce (renunciation) - to go back on what you were previously for, e.g., I renounce my belief in Christianity and will follow the Muslim teachings.

Whole Group Instruction - Reading Information Text

1. Who - Class, alone, small group
2. What - Information about a subject
3. When - May occur daily
4. Why - To increase knowledge
5. How -
 - a. Number the lines in the passage.
 - b. Read several times for various purposes - vocabulary, comprehension, point of view, author's purpose, author's style, background knowledge, etc.

Japanese-American Relocation (<http://www.history.com/topics/world-war-ii/japanese-american-relocation>)

1. Two months after the Japanese bombing of Pearl Harbor, U.S.
2. President Franklin D. Roosevelt signed Executive Order 9066 ordering
3. all Japanese-Americans to evacuate the West Coast. This resulted in
4. the relocation of approximately 120,000 people, many of whom were
5. American citizens, to one of 10 internment camps located across the
6. country. Traditional family structure was upended within the camp, as
7. American-born children were solely allowed to hold positions of
8. authority. Some Japanese-American citizens of were allowed to return
9. to the West Coast beginning in 1945, and the last camp closed in March
10. 1946. In 1988, Congress awarded restitution payments to each
11. survivor of the camps.

The relocation of Japanese-Americans into internment camps during [World War II](#) was one of the most flagrant violations of civil liberties in American history. According to the census of 1940, 127,000 persons of Japanese ancestry lived in the United States, the majority on the West Coast. One-third had been born in Japan, and in some states could not own land, be naturalized as citizens, or vote. After Japan bombed [Pearl Harbor](#) in December 1941, rumors spread, fueled by race prejudice, of a plot among Japanese-Americans to sabotage the war effort. In early 1942, the Roosevelt administration was pressured to remove persons of Japanese ancestry from the West Coast by farmers seeking to eliminate Japanese competition, a public fearing sabotage, politicians hoping to gain by standing against an unpopular group, and military authorities.

On February 19, 1942, Roosevelt signed Executive Order 9066, which forced all Japanese-Americans, regardless of loyalty or citizenship, to evacuate the West Coast. No comparable order applied to [Hawaii](#), one-third of whose population was Japanese-American, or to Americans of German and Italian ancestry. Ten internment camps were established in [California](#), [Idaho](#), [Utah](#), [Arizona](#), [Wyoming](#), [Colorado](#), and [Arkansas](#), eventually holding 120,000 persons. Many were forced to sell their property at a severe loss before departure. Social problems beset the internees: older Issei (immigrants) were deprived of their traditional respect when their children, the Nisei (American-born), were alone permitted authority positions within the camps. 5,589 Nisei renounced their American citizenship, although a federal judge later ruled that renunciations made behind barbed wire were void. Some 3,600 Japanese-Americans entered the armed forces from the camps, as did 22,000 others who lived in Hawaii or outside the relocation zone. The famous all-Japanese 442nd Regimental Combat Team won numerous decorations for its deeds in Italy and Germany.

The Supreme Court upheld the legality of the relocation order in *Hirabayashi v. United States* and *Korematsu v. United States*. Early in 1945, Japanese-American citizens of undisputed loyalty were allowed to return to the West Coast, but not until March 1946 was the last camp closed. A 1948 law provided for reimbursement for property losses by those interned. In 1988, Congress awarded restitution payments of twenty thousand dollars to each survivor of the camps; it is estimated that about 73,000 persons will eventually receive this compensation for the violation of their liberties.

Exit Slip - Answer and include line number.

1. Why were the Japanese sent to internment camps?
2. Who was President of the United States when the Japanese were relocated?
3. How many internment camps were established?

Tuesday, August 16, 2016

Belief Statement

Our school is not what's important. The administrators are not who're important. The teachers are not who're important, either. In this building, the students are the most important. That's why teachers are here - for the growth and development of students.

Belief Statement

My school is not what's important. The administrators are not who're important. The teachers are not who are important, either. In this building, I am the most important. That's why teachers are here - for my growth and development.

Homework In Class

HIC, Week 1, Day 2

Agenda

1. Belief Statement
2. Do Now - Homework in Class
3. Agenda
4. Learning Objective
5. Whole Group Instruction - Narrative Essay Introduction Paragraph
6. Small Group Practice - Narrative Essay Introduction Paragraph

Learning Objective

I can compose an engaging first draft introduction paragraph.

Whole Group Instruction - Introduction Paragraph

PROMPT (please write the prompt in your composition notebook): Write a personal narrative about a past experience that you feel influenced you to be the person you are today?

The Writing Process - Step 1

1. Brainstorm Ideas you MIGHT want to write about. Write down everything that pops into your brain. Do not judge the idea; write it on paper.
2. Reread your ideas. Pick three(3) ideas you think are really good. Circle those ideas.
3. Ask yourself, “Which of the circled ideas do I have the most to say about?”
4. Pick your idea.

The Writing Process - Step 2 - Introduction

1. Sample Introduction Paragraph(s)
 - a. Purpose is to catch the audience's attention. To make the reader want to read the rest of your essay.
2. Table groups will rotate between three tables. At each table, one person will volunteer to read the passage while the remaining students follow along. Discuss the questions on the next slide.
3. After reading, rotate to a different table.

The Writing Process - Step 3

1. Now that you have seen examples of how to compose an introduction paragraph, start to compose your first draft.
2. Prompt: **Write a personal narrative about a past experience that you feel influenced you to be the person you are today?**

Wednesday, August 17, 2016

Belief Statement

The more we learn, the clearer it becomes how much about the world we really DON'T know. Each day we come to class we either learn something new, or we confirm what we ALREADY know.

Belief Statement

The more I learn, the clearer it becomes how much about the world I really DON'T know. Each day I come to class I either learn something new, or I confirm what I ALREADY know.

Homework In Class

HIC, Week 1, Day 3

Agenda

1. Belief Statement
2. Do Now - Homework in Class
3. Agenda
4. Learning Objective
5. Whole Group Instruction - Narrative Essay Introduction Paragraph
6. Small Group Practice - Narrative Essay Introduction Paragraph

Learning Objective

I can compose an engaging first draft introduction paragraph.

Whole Group Instruction - Introduction Paragraph

PROMPT (please write the prompt in your composition notebook): Write a personal narrative about a past experience that you feel influenced you to be the person you are today?

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2. Reread your ideas. Pick three(3) ideas you think are really good. Circle those ideas.
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The Writing Process - Step 2 - Introduction

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 - a. Purpose is to catch the audience's attention. To make the reader want to read the rest of your essay.
2. Table groups will rotate between three tables. At each table, one person will volunteer to read the passage while the remaining students follow along. Discuss the questions on the next slide.
3. After reading, rotate to a different table.

The Writing Process - Step 3

1. Now that you have seen examples of how to compose an introduction paragraph, start to compose your first draft.
2. Prompt: **Write a personal narrative about a past experience that you feel influenced you to be the person you are today?**

Thursday, August 18, 2016

Belief Statement

Ignorance is expensive. We
won't be ignorant.

Belief Statement

Ignorance is expensive. I won't
be ignorant.

DO NOW

HIC - WEEK 1, DAY 4

AGENDA

1. Belief Statement
2. Do Now
3. Fire Drill Procedure
4. Agenda
5. Learning Objective
6. Whole Group Instruction - Google Classroom
7. Small Group Practice - Sentence Structuring
8. HIC - Day 5 (time permitting)

Learning Objective

I can read and comprehend informational text.

I can structure sentences based on a reading passage.

Whole Group Instruction

1. Go to Classroom
2. Watch Japanese American Relocation Video - Smartboard

Friday, August 20, 2016

Belief Statement

Our minds have a capacity for greatness. What a shame to not use it to its full capacity. We will fill our minds with knowledge and wisdom; with values and integrity. We will use our minds to the fullest!

Belief Statement

My mind has a capacity for greatness.

What a shame to not use it to its full capacity. I will fill my mind with knowledge and wisdom; with values and integrity. I will use my mind to its fullest!

Do Now

HIC, WEEK 1, DAY 5 - 10
minutes

2nd Hour MC Code: 856980

3rd Hour MC Code: 521679

Whole Group Instruction

What are Common Formative Assessments?

Mastery Connect Codes for CFA 1:

Period 2: 925912

Period 3: 341414