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| **MS. ROBERT**  JANUARY | **MONDAY**  **14** | **TUESDAY**  **15** | **WEDNESDAY**  **16** | **THURSDAY**  **17** | **FRIDAY**  **18** |
| ***Class:***  ***2nd hour***  ***9:23-10:13***  ***7th Grade***  ***Current Events***  ***3rd Hour Prep***  ***4th hour***  ***11:09-11:57***  ***Current Events*** | **Objectives**: [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [***CCSS.ELA-LITERACY.RH.6-8.7***](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) ***Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.***  **Entry Activity**:  **Class** **overview**: Year Round School Debate Packet  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [***CCSS.ELA-LITERACY.RH.6-8.7***](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) ***Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.***  **Entry Activity**: gather materials  **Class** **overview**: Correct Packet from yesterday, Prepare for debate…Studies on year round school  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [***CCSS.ELA-LITERACY.RH.6-8.7***](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) ***Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.***  **Entry Activity**: gather materials  **Class** **overview**: Philosophical Chairs. year round school  .  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [***CCSS.ELA-LITERACY.RH.6-8.7***](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) ***Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.***  **Entry Activity**: gather materials  **Class** **overview**: Final written test on Careers  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [***CCSS.ELA-LITERACY.RH.6-8.7***](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) ***Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.***  **Entry Activity**: gather materials  **Class** **overview**:  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom |
| **CCSS** | [*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend science or history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*  [*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*  [*CCSS.ELA-LITERACY.RH.6-8.2*](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) *Determine the central ideas or information of a primary or secondary source;* | | | | |

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| **MS. ROBERT**  JANUARY | **MONDAY**  **14** | **TUESDAY**  **15** | **WEDNESDAY**  **16** | **THURSDAY**  **17** | **FRIDAY**  **18** |
| ***Class:***  ***6th hour***  ***1:30-2:23***  ***8th Grade***  ***Careers*** | **Objectives**: ***[CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  ***[CCSS.ELA-LITERACY.W.8.2.B](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***  **Entry Activity**: Warm Up #38  **Class** **overview**: video and worksheet  Career Documents Packets  **Assignment/homework**:  **Assessment**: none  **Technology**: /apple tv, iPad internet; | **Objectives**: [***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  [***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***  **Entry Activity**: warm up 39  **Class** **overview**: correct time Career Documents Packets Begin final project for class …careers Game  **Assignment/homework**:  **Assessment**:  **Technology**: /apple tv, iPad internet; | **Objectives**: [***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  [***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***  **Entry Activity**: Warm Up #40  **Class** **overview**: Final Project Careers Board Game  **Assignment/homework**:  **Assessment**: none  **Technology**: /apple tv, iPad internet; | **Objectives**: [***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  [***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***  **Entry Activity**: Warm Up #41  **Class** **overview**: Final Project Careers Board Game  **Assignment/homework**:  **Assessment**: none  **Technology**: /apple tv, iPad internet; | **Objectives**: [***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  [***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***  **Entry Activity**: Warm Up #42  **Class** **overview**: Final Project Careers Board Game  **Assignment/homework**:  **Assessment**: none   1. **Technology**: /apple tv, iPad internet; |
| **CCSS** | [***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***  [***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*** | | | | |

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| **MS. ROBERT**  JANUARY | **MONDAY**  **14** | **TUESDAY**  **15** | **WEDNESDAY**  **16** | **THURSDAY**  **17** | **FRIDAY**  **18** |
| ***Class:***  ***7th hour***  ***2:26-3:15***  ***6th Grade***  ***Literature*** | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: SILENT READING  **Class** **overview**: Read Matilda aloud to class 10 minutes  Wonder discuss pages Section 7 pages 235-248  **Assignment/homework**: Read pages 249-264  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: LIBRARY  **Class** **overview**: Read Matilda  Discuss yesterday’s reading  **Assignment/homework**: Read pages 265-289  **Assessment**: Section one written test  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: SILENT READING Read Matilda aloud to class 10 minutes  **Class** **overview**: Complete ABC worksheet for Wonder  **Assignment/homework**: Read pages 290-305  **Assessment**:Wonder  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: SILENT READING Read Matilda aloud to class 10 minutes  **Class** **overview** Design New book cover  **Assignment/homework**: Read pages 306-320  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: SILENT READING Read Matilda aloud to class 10 minutes  **Class** **overview** : Complete Wonder  **Assignment/homework**: none  **Assessment**:  **Technology**: |
| **CCSS** | [CCSS.ELA-LITERACY.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | |