|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  NOVEMBER | **MONDAY**  **NOV 5** | **TUESDAY**  **6** | **WEDNESDAY**  **7** | **THURSDAY**  **8** | **FRIDAY**  **9** |
| ***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**: Review Project directions/Answer questions  **Class** **overview**: Work on Project Top 5 News Events from year I was Born  Make choices/write summary for each  **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**: Work on Project Top 5 News Events from year I was Born  Make choices/write summary for each  demonstrating the ability to write clear and grammatically correct sentences and paragraphs. They will use knowledge of the past to construct meaningful understanding of the diversity of our world in their writing.  .  **Assignment/homework**: news search worksheet  **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**: Work on Project Top 5 News Events from year I was Born  Make choices/write summary for each  demonstrating the ability to write clear and grammatically correct sentences and paragraphs. They will use knowledge of the past to construct meaningful understanding of the diversity of our world in their writing.  .  **Assignment/homework**: news search worksheet  **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**: Work on Project Top 5 News Events from year I was Born  Make choices/write summary for each  demonstrating the ability to write clear and grammatically correct sentences and paragraphs. They will use knowledge of the past to construct meaningful understanding of the diversity of our world in their writing.  .  **Assignment/homework**: news search worksheet  **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**: Work on Project Top 5 News Events from year I was Born  Make choices/write summary for each  demonstrating the ability to write clear and grammatically correct sentences and paragraphs. They will use knowledge of the past to construct meaningful understanding of the diversity of our world in their writing.  .  **Assignment/homework**: news search worksheet  **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;* | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  NOVEMBER | **MONDAY**  **NOV 5** | **TUESDAY**  **6** | **WEDNESDAY**  **7** | **THURSDAY**  **8** | **FRIDAY**  **9** |
| ***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 #14  **Class** **overview**: work on Zentangle Assignment. Finish Workplace communication packet  **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 # 15  **Class** **overview**: Conference sheet Work on Zentangle  **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 #16  **Class** **overview**: Start Workplace Ethics packet .work on Zentangle Assignment  **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 #17  **Class** **overview**: View Workplace communication video/discus Correct Workplace communication packet. work on Zentangle or Ethics packet Assignment  **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 #18  **Class** **overview**: Correct Workplace Ethics packet Video work on Zentangle  **Assignment/homework**:  **Assessment**: none  **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.*** | | | | |

\

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  NOVEMBER | **MONDAY**  **NOV 5** | **TUESDAY**  **6** | **WEDNESDAY**  **7** | **THURSDAY**  **8** | **FRIDAY**  **9** |
| ***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.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: SILENT READING  **Class** **overview**: Read Matilda  Dictionary Deciphering wkst.55  **Assignment/homework**: none  **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**: LIBRARY  **Class** **overview**: Read Matilda Worksheet Proofreading  **Assignment/homework**:  **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  **Class** **overview**: Correct proofreading worksheet, Read Matilda  **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  **Class** **overview**: Vocabulary worksheet and pg. 61  **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  **Class** **overview**: Read: The True Confessions of Charlotte Doyle  **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. | | | | |