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| **MS. ROBERT**  OCTOBER | **MONDAY**  **October 1** | **TUESDAY**  **2** | **WEDNESDAY**  **3** | **THURSDAY**  **4** | **FRIDAY**  **5** |
| ***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.6-8.2*](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) *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.*  [*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.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*  **Entry Activity**: Google Classroom  **Class** **overview**: Power point of Philosophical Chairs/Debates Rules of debate  .  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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; provide an accurate summary of the source distinct from prior knowledge or opinions.*  [*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.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*  **Entry Activity**: Newsela  **Class** **overview**: Current Political news. Kavinaugh/Ford issue Students will be put in to 3 groups. Kavinaugh, Ford and Supreme Court Justice. Each group will research their person/point of view/qualifications  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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; provide an accurate summary of the source distinct from prior knowledge or opinions.*  [*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.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*  **Entry Activity**: Google Classroom  **Class** **overview**: Current Political news. Kavinaugh/Ford issue Students will be put in to 3 groups. Kavinaugh, Ford and Supreme Court Justice. Each group will research their person/point of view/qualifications **Assignment/homework**: none  **Assessment**:  **Technology**: internet | **Objectives**: [*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; provide an accurate summary of the source distinct from prior knowledge or opinions.*  [*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.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*  **Entry Activity**: Newsela  **Class** **overview**: Philosophical Circle Kavinaugh/Ford Debate  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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; provide an accurate summary of the source distinct from prior knowledge or opinions.*  [*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.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*  **Entry Activity**: Google Classroom(read assigned text)  **Class** **overview**: Use rubricguide to identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Use  **Assignment/homework**:  **Assessment**:  **Technology**: IPAD |
| **CCSS** | [*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; provide an accurate summary of the source distinct from prior knowledge or opinions*[*CCSS.ELA-LITERACY.RH.6-8.8*](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) *Distinguish among fact, opinion, and reasoned judgment in a text.* | | | | |

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| ***Class:***  ***6th hour***  ***1:30-2:23***  ***8th Grade***  ***Careers*** | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: google classroom Warm Up #5  **Class** **overview**: finish student presentations on career cluster  Discovering ourselves lessons 1 & 2  **Assignment/homework**:  **Assessment**: SELF assessment  **Technology**: /apple tv, iPad internet; | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Google classroom Warm Up #6  **Class** **overview**: Discovering ourselves lessons 3&4  **Assignment/homework**:  **Assessment**:  **Technology**: /apple tv, iPad internet; | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm Up #7  **Class** **overview**: Using information from yesterday’s discussions create short and long term goal plan  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm Up #8  **Class** **overview**: Job Skills For Employment Success Packet  **Assignment/homework**:  **Assessment**: SELF assessment  **Technology**: | **Objectives**: personal goal and assessment Mindset Standards School Counselors Identify lon-and short-term academic, career and social/emotional goals  Use effective collaboration and cooperation skills  **Entry Activity**: Warm Up #9  **Class** **overview**: Correct Packet from yesterday/discuss job skills that make you more employable  **Assignment/homework**:  **Assessment**: none  **Technology**: /apple tv, iPad internet; www.baycollege.edu |
| **CCSS** | *[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*  ***[CCSS.ELA-LITERACY.SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.***  [*CCSS.ELA-LITERACY.RI.8.3*](http://www.corestandards.org/ELA-Literacy/RI/8/3/) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).* | | | | |

Hand the students the “My Interests” worksheet. Ask them to complete it. Give them about 5 minutes to do so. • Ask them, “who would like to share some interests that you have.” Let students share answers to the group. • Hand out the “Multiple Intelligences” worksheet. Ask them to complete it. Tell them to check off any box that sounded like them. When they were done, count up the checks in each category and write the number on the line next to that “Smart.” Give them about 5 minutes to do so. • Ask, “Who had a “Smart” that was a 4?” Let students share what type of “Smart” they were. You can continue with 3’s if students did not have any 4’s. • Ask them, “Do you think your type of smart describes you well?” and “How can we used what we learned about what type of “smart” we are in our career exploration?”

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| ***Class:***  ***7th hour***  ***2:26-3:15***  ***6th Grade***  ***Literature*** | **Objectives**: NWEA Prep.    **Entry Activity**: SILENT READING  **Class** **overview**: Check to see that all students can log on to NWEA Take a practice test  Teacher read aloud.  **Assignment/homework**: none  **Assessment**:  **Technology**: | **Objectives**:  : 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**: Silent Reading. Compound sentences lesson and worksheets pgs 42 and 43  **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**: Pre teach vocab for Climb or Die wks pg. 46 find definitions  **Assignment/homework**: pre read Climb or Die  **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 yesterday’s work, begin reading Climb or Die  **Assignment/homework**: wks 36 Freedom  **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**: PEP RALLY  **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. | | | | |