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| **MS. ROBERT**  OCTOBER | **MONDAY**  **October 8** | **TUESDAY**  **9** | **WEDNESDAY**  **10** | **THURSDAY**  **11** | **FRIDAY**  **12** |
| ***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**: debate packet SHOULD STUDENTS BE PAID FOR GOOD GRADES.  **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**: correct packets  Assign teams yes and no for debate SHOULD STUDENTS BE PAID FOR GOOD GRADES. Begin extra research  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **NO SCHOOL** | **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 chairs Debate SHOULD STUDENTS BE PAID FOR GOOD GRADES.  .  **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).  **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**: none  **Class** **overview**: visitors from NWTC to speak to class  **Assignment/homework**: Visitor summary page  **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**: none  **Class** **overview**: visitors from NWTC to speak to class  **Assignment/homework**: Visitor summary page  **Assessment**:  **Technology**: /apple tv, iPad internet; | **NO SCHOOL** | **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**: Soft Skills review watch video and complete worksheet (Thank you letters for extra credit)  **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**: Soft Skills For Career Success worksheet discussion correct create poster about their best soft skill  **Assignment/homework**:  **Assessment**:  **Technology**: |
| **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**: Complete vocab worksheets for Climb or Die  **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. Correct worksheets vocabulary  Word search climb or die  **Assignment/homework**:  **Assessment**:  **Technology**: | **NO SCHOOL** | **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 TUESDAY’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**: Finish reading climb or die, vocab review, quiz  **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. | | | | |