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| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 10** | **TUESDAY**  **11** | **WEDNESDAY**  **12** | **THURSDAY**  **13** | **FRIDAY**  **14** |
| ***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.6-8.7*](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. Distinguish among fact, opinion, and reasoned judgment in a text.*  **Entry Activity**: Google Classroom  Project direction rubric read and start 1st  **Class** **overview**: Quiz on Fact and Opinion using Newsela article chosen by Ms.R. Go over Rubric for group project;Pick groups of 2 using name sticks;students begin researching current news for an article to use in their 1st project  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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**: Google Classroom  Project direction rubric read part 2  **Class** **overview**: Work on project with group Decide which article How are you going to present?  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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**:Teacher directions for lesson  **Class** **overview**: News paper/buddy reading activity  (use Newsela if no paper available.)  students will research news and decide what are the most important events of the week. A small debate type discussion to take place in class.  **Assignment/homework**: none  **Assessment**:  **Technology**: internet | **Objectives**: [*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**: Google Classroom  Project direction rubric read part 2 continued  **Class** **overview**: Work on project with group  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: [*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**: Google Classroom  Project direction rubric read part 3, complete project for presentation  **Class** **overview**: Finish project with group  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom |
| **CCSS** | [*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.*  [*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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| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 10** | **TUESDAY**  **11** | **WEDNESDAY**  **Substitute Today**  **12** | **THURSDAY**  **13** | **FRIDAY**  **14** |
| ***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**: missing and late work, Wise choices worksheet pairing activity collect  Watch look inside video  **Class** **overview**: Define passions page 26 use posters and story on page 28  Passions worksheet page 29  passions circle visual, create a poster to describe self  .  **Assignment/homework**: self description poster  **Assessment**:  **Technology**: apple tv | **NO CLASS**  <https://www.facebook.com/dailygoalcast/>  videos/1393601020784938/  UzpfSTE0ODEwNDcwOTU6MTAyMTcwNzgx  MTUxNzMzMDA/  Who are you handout for Sub in case he needs extra fill in work. | **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**:  **Class** **overview**:  Read the directions sheet aloud  Take the passion survey assessment  Use rubric to score self  Use definitions page to read about top scoring passions and worksheet to analyze results  **Assignment/homework**: self- assessment passions  **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**: Google classroom Minnesota Interest Survey Activity  **Class** **overview**: Students will take a self assessment interest survey that will show them possible areas of interests that they have.  **Assignment/homework**: complete the survey and worksheet that goes with it.  **Assessment**: SELF assessment  **Technology**: <http://careerwise.minnstate.edu>  /careers/assessmentsuite.html | **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**: Share some results from yesterday’s survey  **Class** **overview**: Introduce the career clusters information. Take the Minnesota Career Cluster Survey online  **Assignment/homework**: complete career cluster assessment and worksheet.  **Assessment**: SELF assessment  **Technology**: /apple tv, iPad internet; <http://careerwise.minnstate.edu>  /careers/clusterAssessment |
| **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).* | | | | |

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| ***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**: Determine meaning in a paragraph. **Use the paragraph on the apple TV** to determine the meaning of key words in the text. Assign the worksheet pg 20 for alone work. Assign pairs to compare work and edit, correct and discuss together.  **Assignment/homework**: none  **Assessment**:  **Technology**: | **Objectives**: no Class  **Entry Activity**: LIBRARY  **Class** **overview**:  **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**: TEACH sentence types, Use the handout packet on my desk. SHOW students how to make the foldable and have them make it with you. If you still have time left Assign the worksheet pg 21 for alone work. Assign pairs to compare work and edit, correct and discuss together. Talk about proofreading give directions wksheet 30  **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 and review sentence types from yesterday Find definitions of vocabulary words in pairs. Teacher read aloud pages 49S-T  **Assignment/homework**: silent pre reading of Passage to 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**: Read passage to Freedom aloud in class/together  **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. | | | | |