|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 24** | **TUESDAY**  **25** | **WEDNESDAY**  **26** | **THURSDAY**  **27** | **FRIDAY**  **28** |
| ***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*  **Entry Activity**: Google Classroom  **Class** **overview**: Students will share news event they found from Friday. We will debate and organize by location and type  .  **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.*  *.*  **Entry Activity**: Newsela  **Class** **overview**: Using Newsela and assignment rubric students will read an article, research for a primary or secondary source and answer the questions.  .  **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**: review grading rubric  **Class** **overview**: Present findings from yesterday’s news **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  **Class** **overview**: Review all the news from the week, in groups decide on most important, write reasons, comparisons, relevance and be ready to debate with class  .  **Assignment/homework**: news search worksheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: *CCSS.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; 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 check  **Class** **overview**: Students will take a quiz on the news of the week. Students will complete a weekly news summary report.  **Assignment/homework**: news summary worksheet  **Assessment**:  **Technology**: Google Classroom |
| **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.* | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 24** | **TUESDAY**  **25** | **WEDNESDAY**  **26** | **THURSDAY**  **27** | **FRIDAY**  **28** |
| ***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 classrooms  **Class** **overview**: complete paragraph from visitor/review visitor importance and relevance. Finish career cluster presentations Thank You letters  **Assignment/homework**: complete interest cluster assessment and worksheet.  **Assessment**: SELF assessment  **Technology**: /apple tv, iPad internet; <http://careerwise.minnstate.edu>  /careers/clusterAssessment | **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  **Class** **overview**: student presentations on career cluster  **Assignment/homework**: complete career cluster assessment and worksheet.  **Assessment**: SELF assessment  **Technology**: /apple tv, iPad internet; <http://careerwise.minnstate.edu>  /careers/clusterAssessment | **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**: Career cluster google classroom assignment  **Class** **overview**: student presentations on career cluster  **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**: Smart self assessment  **Class** **overview**: Discovering ourselves lessons 1 & 2  **Assignment/homework**:  **Assessment**: SELF 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**:  **Class** **overview**: Discovering ourselves lessons 3&4  **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?”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 24** | **TUESDAY**  **25** | **WEDNESDAY**  **26** | **THURSDAY**  **27** | **FRIDAY**  **28** |
| ***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**: Value lesson and leaf.  **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. Teacher read aloud. Worksheet 30-31 courage details  **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**: Teacher Read aloud. Primary sources lesson pages 68-71 **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**: Teacher Read Aloud vocabulary syllabication lesson page 71C wks 36  **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**: Teacher read aloud; long vowel lesson; wks 37; long vowel BINGo  **Assignment/homework**: none  **Assessment**: google classroom quiz  **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. | | | | |