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| **MS. ROBERT**  SEPTEMBER | **MONDAY**  **September 3** | **TUESDAY**  **4** | **WEDNESDAY**  **5** | **THURSDAY**  **6** | **FRIDAY**  **7** |
| ***Class:***  ***Homeroom***  ***8:15-8:25***  ***1st Hour***  ***8:26-9:20***  ***6th grade***  ***Learning Outcomes*** | **NO CLASS** | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week. | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: |
| **CCSS** | There are no specific standards set for a Learning Outcomes/study hall class. Each day students will work on building those skills necessary to help them be the best learners possible while working on tasks that include the MDE Standards and CCSS standard for the homework that was assigned. | | | | |

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| ***Class:***  ***2nd hour***  ***9:23-10:13***  ***7th Grade***  ***Current Events***  ***3rd Hour Prep***  ***4th hour***  ***11:09-11:57***  ***Current Events*** | **NO CLASS**  Preparing for this activity:  students will work in groups to research, prepare and present a news story of their choice as if it is breaking news. In their presentation they will describe and explain the causes, consequences and geographical context of their chosen issue/event. | **Objectives**: *Distinguish among fact, opinion, and reasoned judgment in a text.*  **Entry Activity**: Newsela tour  **Class** **overview**: Read the four Newsela articles chosen by the teacher. Fill out the fact vs. opinion sheet  .  **Assignment/homework**: fact vs. opinion sheet  **Assessment**:  **Technology**: Google Classroom | **Objectives**: *Distinguish among fact, opinion, and reasoned judgment in a text.*  **Entry Activity**: Weebly tour  **Class** **overview**: Using yesterday’s sheet group together by common article and share reasons for responses; report to class  .  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: *Distinguish among fact, opinion, and reasoned judgment in a text.*  **Entry Activity**: re-read articles from Monday locate places on our world map, add flags  **Class** **overview**: choose one newslea article of your choice and fill out the Weekly news summary sheet.    **Assessment**:  **Technology**: internet | **Objectives**: *Distinguish among fact, opinion, and reasoned judgment in a text.*  **Entry Activity**:google classroom tour  **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 |
| **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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| ***Class:***  ***5th hour***  ***12:33-1:27***  ***7th/8th Grade***  ***Learning***  ***Outcomes*** | **NO CLASS** | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week. | **Objectives**: Work on building individual study skills to optimize growth and learning during the academic school year.  **Entry Activity**: Get class folder with task completion form and all other necessary materials and take them to seat.  **Class** **overview**: Students will work quietly to complete all assigned work for all of their classes.  .  **Assignment/** return all paperwork by tomorrow  **Assessment**: Meet with teacher at least once a week.  **Technology**: |
| **CCSS** | There are no specific standards set for a Learning Outcomes/study hall class. Each day students will work on building those skills necessary to help them be the best learners possible while working on tasks that include the MDE Standards and CCSS standard for the homework that was assigned. | | | | |

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| ***Class:***  ***6th hour***  ***1:30-2:23***  ***8th Grade***  ***Careers*** | **NO CLASS**:  BUILD LESSON MAP  TPT | **Objectives**: students will explore their own ideas of success  **Entry Activity**: Discuss vision charts from Thursday  **Class** **overview**: Why people work Lesson pages 15-17. Do think/pair/share pg 17 Hand out Defining Success chart  to be completed for Wednesday discussion.  .  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**:  *Analyze how a text makes connections among and distinctions between individuals and ideas.*  **Entry Activity**: Defining Success chart READY  **Class** **overview**: Use groups to discuss in a systematic fashion why choices were made.  Write own definition of success/ make a class one that the majority of students can agree on  Use oncourse countdown strategy to decide which is most important/persuasive/correct  **Assignment/homework**:  **Assessment**:  **Technology**: apple tv | **Objectives**: personal goal and assessment *Analyze how a text makes connections among and distinctions between individuals and ideas.*  **Entry Activity**: Sign in to Google classroom  **Class** **overview**: Make sure all students are in the google classroom class.  Decision making lesson part 1  10 examples define process make own example  Decide which decision model is your own worksheet  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: *Analyze how a text makes connections among and distinctions between individuals and ideas.*  **Entry Activity**:  **Class** **overview**: Difference between job and career Define passions page 21 and passions circle visual  passion survey if time  .  **Assignment/homework**:  **Assessment**:  **Technology**: /apple tv |
| **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*** | **NO CLASS**  TEACHER MANUAL  LESSON MAPS | **Objectives**: Students will strengthen skills in prediction/inference and clarifying information  **Entry Activity**: LIBRARY  **Class** **overview**: Teacher read aloud pages 25G andH  Read and discuss “in the wild” pages 26-28 practice vocab page 11 correct together  Prediction activities page 29  **Assignment/homework**: pre read hatchet  **Assessment**:  **Technology**: | **Objectives**: [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.  **Entry Activity**: Googleclassroom  **Class** **overview**: Make sure all can log in to google classroom  Vocab definitions with a partner  **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.  **Entry Activity**: Silent Reading  **Class** **overview**: Correct vocab.  Read Hatchet  **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.  **Entry Activity**: Silent Reading  **Class** **overview**: Read Hatchet  **Assignment/homework**:  **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. | | | | |