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| **MS. ROBERT**SEPTEMBER | **MONDAY****September 17** | **TUESDAY****18** | **WEDNESDAY****19** | **THURSDAY****20** | **FRIDAY** **21** |
| ***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 ClassroomProject direction rubric reviewWork on group projects **Class** **overview**: .**Assignment/homework**: **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**: get with groups**Class** **overview**: Finish 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**: review grading rubric**Class** **overview**: Present projects with group **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**: Present projects 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**: **Class** **overview**: Present projects with group then,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**: 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 17** | **TUESDAY****18** | **WEDNESDAY****19** | **THURSDAY****20** | **FRIDAY** **21** |
| ***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**Class** **overview**: Review and clarify the interest clusters information. Take the Minnesota Interest Cluster Survey online together then have them review their individual; finish value leaf and hang on tree; who am I packet**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**: Introduce the career clusters information. Take the Minnesota Career Cluster Survey online; share with a partner**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**: What are career clusters? Groups of 2 or 3 create a poster for one of the 18 areas**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**: **Class** **overview**: Share posters with class/ Using results from career cluster survey gather together to discuss possibilities of future careers/give feedback to class**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**: INTRODUCE CLASS VISITOR**Class** **overview**: BAY COLLEGECAREER PATHWAYS VISITOR**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).* |

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| **MS. ROBERT**SEPTEMBER | **MONDAY****September 10** | **TUESDAY****11** | **WEDNESDAY****12** | **THURSDAY****13** | **FRIDAY** **14** |
| ***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**: Read passage to Freedom aloud in class/together**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**: Finish reading Passage to Freedom**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**: compare and contrast courage between Hatchet and Passage to Freedom**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**: Vocab and grammar skills Passage to Freedom**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**: Vocab and grammar quiz. Value lesson and leaf. **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. |