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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 Classroom  Project direction rubric review  Work 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 COLLEGE  CAREER 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. | | | | |