



Monday 12/14/2020	Tuesday 12/15/2020	Wednesday 12/16/2020
Reading 8 8:00am - 8:51am	Reading 8 8:00am - 8:51am	Reading 8 8:00am - 8:51am
Read chapters 20 & 21/ New vocabulary	Review chapters 19-21 & quiz/vocabulary	Read chapters 22 & 23
We will read chapters 20 and 21 together so we can discuss the events and make connections to previously stated information in the book and maybe try and make connections to current events. Identify new vocabulary words. This will most likely take all class period.	We will review the events of chapters 19-21 by summarizing the events to write into their interactive notebooks. Then I will have them take a quick quiz over chapters 19-21. When they finish the quiz, they will be asked to now create sentences using the vocabulary words we identified yesterday. This will be due tomorrow.	Vocabulary papers due. We will read chapters 22 and 23 together so we can discuss the events and make connections to previously stated information in the book and maybe try and make connections to current events. This will most likely take all class period.
Objectives Students will be able to: <ul style="list-style-type: none"> • read and make connections to previous story content and current events. • summarize the events of the chapters. 	Objectives Students will be able to: <ul style="list-style-type: none"> • summarize events from chapters 119-21. • analyze the importance of different events. • demonstrate understanding of these chapters by completing a quiz over chapters 19-21. • create unique sentences using vocabulary words. 	Objectives Students will be able to: <ul style="list-style-type: none"> • read and make connections to previous story content and current events. • summarize the events of the chapters.
Standards <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.</p>	Standards <p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.</p> <p>LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p>	Standards <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.</p>
Literature 8 8:54am - 9:45am	Literature 8 8:54am - 9:45am	Literature 8 8:54am - 9:45am
Read chapters 20 & 21/ New vocabulary	Review chapters 19-21 & quiz/vocabulary	Read chapters 22 & 23
We will read chapters 20 and 21 together so we can discuss the events and make connections to	We will review the events of chapters 19-21 by summarizing the events to write into their interactive	Vocabulary papers due. We will read chapters 22 and 23 together so we can discuss the events and make connections to



<p>previously stated information in the book and maybe try and make connections to current events. Identify new vocabulary words. This will most likely take all class period.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • read and make connections to previous story content and current events. • summarize the events of the chapters. <p>Standards</p> <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.</p>	<p>notebooks. Then I will have them take a quick quiz over chapters 19-21. When they finish the quiz, they will be asked to now create sentences using the vocabulary words we identified yesterday. This will be due tomorrow.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • summarize events from chapters 119-21. • analyze the importance of different events. • demonstrate understanding of these chapters by completing a quiz over chapters 19-21. • create unique sentences using vocabulary words. <p>Standards</p> <p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.</p> <p>LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p>	<p>previously stated information in the book and maybe try and make connections to current events. This will most likely take all class period.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • read and make connections to previous story content and current events. • summarize the events of the chapters. <p>Standards</p> <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.</p>
<p>Reading 7 9:48am - 10:39am</p> <p>The Dawn of Meaning Part 1-2</p> <p>Play "Happy" by Pharrell Williams as students enter the room. It's okay if they start dancing a little as that is part of the purpose. Then I will ask them how the song made them feel and ask what they think A Dawn of Meaning might be about. (t should be mostly about happiness). Using the slideshow, I will project the quote by Thomas Jefferson "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that</p>	<p>Reading 7 9:48am - 10:39am</p> <p>The Dawn of Meaning parts 3-5</p> <p>We will read parts 3-5 responding to the reflection questions at the end of each part. They will submit their responses in their google classrooms. If we complete this early, we will begin discussing what we read using the discussion questions.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. 	<p>Reading 7 9:48am - 10:39am</p> <p>The Dawn of Meaning Activities 1-3</p> <p>I will project the name of the four pillars up on the board then read from page 32 of the teacher's guide to help guide students to understanding the pillar of belonging and purpose better. I will then handout the worksheets for activities 1-3 and they will have about 5-10 minutes for each one and we will discuss what they write and have them turn them in at the end of the period.</p> <p>Objectives</p> <p>Students will be able to:</p>



among these are life, liberty, and the pursuit of happiness." Students will be asked to write in a google doc what they think this quote means. Give them a couple of minutes to do this then have a couple share out and break down the meaning of the quote with them based on what they say. Then we will do a word association (next slide) They will pick one of the words and write everything that comes to mind when they see that word. We will then discuss this as well. Then we will read part 1 of the story together and talk about it as we go. After we finish reading it, they will be asked to respond to the reflection question: Tyrus is struggling with the idea of happiness. Without using opposites, what does the word "happiness" mean to you? Using your own definition, what makes you happy? They will submit their responses in the same google doc as the top two prompts in their google classroom. We will read part 2 and respond to that reflective question as well.

Objectives

Students will be able to:

- define happiness
- practice active reading strategies of questioning, inferencing, making connections, and summarizing.
- engage in metacognitive thinking about what makes life personally meaningful.

Standards

LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an

- Practice active reading strategies of questioning, inferencing, making connections, and summarizing.
- gain an understanding of the types of questions they should ask themselves while planning for their futures.
- understand what research suggests about leading satisfying lives.
- create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning.

Standards

LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

- identify the four pillars of meaning.
- engage in metacognitive thinking about what makes life personally meaningful.
- Practice active reading strategies of questioning, inferencing, making connections, and summarizing.
- gain an understanding of the types of questions they should ask themselves while planning for their futures.
- understand what research suggests about leading satisfying lives.
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LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.



<p>opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.</p>		
Literature 7 10:42am - 11:33am	Literature 7 10:42am - 11:33am	Literature 7 10:42am - 11:33am
The Dawn of Meaning Part 1-2	The Dawn of Meaning parts 3-5	The Dawn of Meaning Activities 1-3
<p>Play "Happy" by Pharrell Williams as students enter the room. It's okay if they start dancing a little as that is part of the purpose.</p> <p>Then I will ask them how the song made them feel and ask what they think A Dawn of Meaning might be about. (t should be mostly about happiness). Using the slideshow, I will project the quote by Thomas Jefferson "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Students will be asked to write in a google doc what they think this quote means. Give them a couple of minutes to do this then have a couple share out and break down the meaning of the quote with them based on what they say.</p> <p>Then we will do a word association (next slide) They will pick one of the words and write everything that comes to mind when they see that word. We will then discuss this as well.</p> <p>Then we will read part 1 of the story together and talk about it as we go. After we finish reading it, they will be asked to respond to the reflection question: Tyrus is struggling with the idea of happiness. Without using opposites, what does the word "happiness" mean to you? Using your own definition, what makes you happy? They will submit their responses in the same google doc as the top two prompts in their google classroom.</p> <p>We will read part 2 and respond to that reflective question as well.</p>	<p>We will read parts 3-5 responding to the reflection questions at the end of each part. They will submit their responses in their google classrooms.</p> <p>If we complete this early, we will begin discussing what we read using the discussion questions.</p>	<p>I will project the name of the four pillars up on the board then read from page 32 of the teacher's guide to help guide students to understanding the pillar of belonging and purpose better.</p> <p>I will then handout the worksheets for activities 1-3 and they will have about 5-10 minutes for each one and we will discuss what they write and have them turn them in at the end of the period.</p>
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • define happiness 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning.
	<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p> <p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p> <p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while</p>	<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p> <p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p>



<ul style="list-style-type: none"> • practice active reading strategies of questioning, inferencing, making connections, and summarizing. • engage in metacognitive thinking about what makes life personally meaningful. <p>Standards</p> <p>LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p> <p>LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.</p>	<p>reading increasingly complex grade-level literary and informational text.</p>	<p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>
<p>ELA 8 12:06pm - 12:57pm</p> <p>Spelling Bee</p> <p>I will conduct a class spelling bee to see who will participate in the school wide one in Dix.</p> <p>Objectives</p> <p>Students will be able to: demonstrate their ability to spell words of varying complexity.</p> <p>Standards</p> <p>LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<p>ELA 8 12:06pm - 12:57pm</p> <p>Connotation vs. Denotation</p> <p>We will complete an activity that helps students understand connotations and denotations of words. With the time that remains at the end of class, I will have students start drafting a creative writing story about either purpose, belief, or faith.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • determine if a word has a positive, negative, or neutral connotation. • brainstorm ideas for a creative story. <p>Standards</p> <p>LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation,</p>	<p>ELA 8 12:06pm - 12:57pm</p> <p>Blackout Poetry</p> <p>Students will select a page from their favorite story and create a black out poetry style poem from it. They will create a draft and then work on a final product. If we don't get to finish, we will complete it next week while their classmates are at their game.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • create an original poem in the style of a blackout poem. <p>Standards</p> <p>LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).</p> <p>LA 8.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative,</p>



	<p>and other conventions of standard English appropriate for grade-level.</p> <p>LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.</p>	<p>narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 8.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>
<p>ELA 7 1:00pm - 1:51pm</p> <p>Spelling Bee</p> <p>I will conduct a class spelling bee to see who will participate in the school wide one in Dix.</p> <p>Objectives</p> <p>Students will be able to: demonstrate their ability to spell words of varying complexity.</p> <p>Standards</p> <p>LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<p>ELA 7 1:00pm - 1:51pm</p> <p>What Christmas means to me essay</p> <p>They will work on an essay that focuses on what Christmas means to them. It's okay if it isn't a happy day as it is designed to be a way to express themselves. It will be the standard 5 paragraphs with 5 sentences each. They should focus on grammar, word choice, and using complex sentences when appropriate.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • draft a personal essay about what Christmas means to them. • review work for word choice, grammar, and complex sentences. <p>Standards</p> <p>LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p>ELA 7 1:00pm - 1:51pm</p> <p>Blackout Poetry</p> <p>Students will select a page from their favorite story and create a black out poetry style poem from it. They will create a draft and then work on a final product. If we don't get to finish, we will complete it next week while their classmates are at their game.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • create an original poem in the style of a blackout poem. <p>Standards</p> <p>LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).</p> <p>LA 8.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 8.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.</p>



	<p>LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p>	
Journalism 1:54pm - 2:45pm	Journalism 1:54pm - 2:45pm	Journalism 1:54pm - 2:45pm
Research and begin writing	Finish stories	1st draft of stories due
Students should begin researching their topics and, if time, begin writing their articles if they complete this.	They should finish writing their stories so we can edit them tomorrow.	We will exchange stories and begin proofreading them based on AP Style standards and if the articles have the 5 W's and H. We will first do a couple together, then they will partner up and do it that way. By the end of the class period, all articles should have received feedback for editing.
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> research and analyze article topics draft an original article based on their findings. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> draft original stories that they were assigned. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> analyze AP style used in articles to give feedback to fellow classmates about their writing. analyze the effectiveness of the articles and if they have used the 5 W's and H.
<p>Standards</p> <p>LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p> <p>LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p> <p>LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to</p>	<p>Standards</p> <p>LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p>LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.</p> <p>LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p>	<p>Standards</p> <p>LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.</p>



multiple audiences using a variety of media and formats.

LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.



Thursday 12/17/2020	Friday 12/18/2020
Reading 8 8:00am - 8:51am	Reading 8 8:00am - 8:42am
Vocab review, Wrap up 22-23, Read 24	Vocabulary quiz & Chapters 22-24 Quiz
<p>We will review for their vocabulary quiz using quizlet (10 minutes)</p> <p>We will then wrap up chapters 22-23.</p> <p>We will finish with reading chapter 24.</p>	<p>Students will complete their vocabulary quiz (10-15 minutes)</p> <p>Once this is completed we will review chapters 22-24 by responding to guided questions and summarizing. Complete a quiz over chapters 22-24.</p> <p>If there is still time, we will begin chapter 25.</p>
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate their understanding of their vocabulary words by doing a quizlet. summarize and analyze chapters 17-18 and their events. read and discuss chapter 19. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate their understanding of vocabulary words by completing a quiz. review and analyze events in chapters 17 and 18. Read and discuss chapter 19.
<p>Standards</p> <p>LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.</p> <p>LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>	<p>Standards</p> <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</p> <p>LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p> <p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p>



	<p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.</p>
Literature 8 8:54am - 9:45am	Literature 8 8:45am - 9:27am
Vocab review, Wrap up 22-23, Read 24	Vocabulary quiz & Chapters 22-24 Quiz
<p>We will review for their vocabulary quiz using quizlet (10 minutes)</p> <p>We will then wrap up chapters 22-23.</p> <p>We will finish with reading chapter 24.</p>	<p>Students will complete their vocabulary quiz (10-15 minutes)</p> <p>Once this is completed we will review chapters 22-24 by responding to guided questions and summarizing. Complete a quiz over chapters 22-24.</p> <p>If there is still time, we will begin chapter 25.</p>
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate their understanding of their vocabulary words by doing a quizlet. • summarize and analyze chapters 17-18 and their events. • read and discuss chapter 19. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary words by completing a quiz. • review and analyze events in chapters 17 and 18. • Read and discuss chapter 19.
<p>Standards</p> <p>LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</p> <p>LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.</p> <p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support</p>	<p>Standards</p> <p>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p> <p>LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</p> <p>LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>



<p>answers with explicit evidence from the text or additional sources.</p> <p>LA 8.1.6.i Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>	<p>LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p> <p>LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</p> <p>LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.</p>
<p>Reading 7 9:48am - 10:39am</p>	<p>Reading 7 9:30am - 10:12am</p>
<p>The Dawn of Meaning: Belonging</p>	<p>The Dawn of Meaning: Storytelling & Transcendence</p>
<p>Today's focus will be on the pillar of belonging and as such we will complete activities 1-5 to help them develop an understanding of belonging and their thoughts about it. I will hand out these worksheets as well and have them turn them in at the end of class as they complete and we discuss them.</p>	<p>Today will complete reflecting on the pillars of Storytelling and transcendence using printed activities sheets. We may have to wrap-it up on Monday.</p>
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning.
<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy,</p>	<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p>



<p>appropriate pace, phrasing, and expression to support comprehension.</p> <p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p> <p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>	<p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p> <p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>
<p>Literature 7 10:42am - 11:33am</p>	<p>Literature 7 10:15am - 10:57am</p>
<p>The Dawn of Meaning: Belonging</p>	<p>The Dawn of Meaning: Storytelling & Transcendence</p>
<p>Today's focus will be on the pillar of belonging and as such we will complete activities 1-5 to help them develop an understanding of belonging and their thoughts about it. I will hand out these worksheets as well and have them turn them in at the end of class as they complete and we discuss them.</p>	<p>Today will complete reflecting on the pillars of Storytelling and transcendence using printed activities sheets. We may have to wrap-it up on Monday.</p>
<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning. 	<p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four pillars of meaning. • engage in metacognitive thinking about what makes life personally meaningful. • Practice active reading strategies of questioning, inferencing, making connections, and summarizing. • gain an understanding of the types of questions they should ask themselves while planning for their futures. • understand what research suggests about leading satisfying lives. • create a piece of art or participate in an activity for the purpose of expressing and/or experiencing one of the four pillars of meaning.
<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p>	<p>Standards</p> <p>LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p> <p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p>



<p>LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p> <p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>	<p>LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>
	<p>ELA 8 11:00am - 11:42am</p> <p>Apostrophe Practice & Creative Writing</p> <p>We will complete an activity that helps students understand how to use apostrophe's correctly. With the time that remains at the end of class, I will have students start finish draft of a creative writing story about either purpose, belief, or faith.</p> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> determine if a sentence has used an apostrophe correctly. draft a creative story with a theme. <p>Standards</p> <p>LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.</p>
<p>ELA 8 12:06pm - 12:57pm</p> <p>Punctuation Marks & Creative Writing</p> <p>We will complete an activity that helps students understand how to use punctuation when writing the titles of different publications.</p>	



<p>With the time that remains at the end of class, I will have students continue drafting a creative writing story about either purpose, belief, or faith.</p> <hr/> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and use the correct rules for punctuation of titles of publications. • brainstorm ideas for a creative story. <hr/> <p>Standards</p> <p>LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.</p>	
<p>ELA 7 1:00pm - 1:51pm</p> <p>What Christmas means to me essay</p> <p>They will work on an essay that focuses on what Christmas means to them. It's okay if it isn't a happy day as it is designed to be a way to express themselves. It will be the standard 5 paragraphs with 5 sentences each. They should focus on grammar, word choice, and using complex sentences when appropriate.</p> <p>Essay is due end of class on Monday. They should be working on revising today.</p> <hr/> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • draft a personal essay about what Christmas means to them. • review work for word choice, grammar, and complex sentences. <hr/> <p>Standards</p>	<p>ELA 7 12:15pm - 12:57pm</p> <p>What Christmas means to me essay</p> <p>They will work on an essay that focuses on what Christmas means to them. It's okay if it isn't a happy day as it is designed to be a way to express themselves. It will be the standard 5 paragraphs with 5 sentences each. They should focus on grammar, word choice, and using complex sentences when appropriate.</p> <p>Essay is due end of class on Monday. They should be working on revising today.</p> <hr/> <p>Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • draft a personal essay about what Christmas means to them. • review work for word choice, grammar, and complex sentences. <hr/> <p>Standards</p>



<p>LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p> <p>LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p>	<p>LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <p>LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p> <p>LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p>
<p>Journalism 1:54pm - 2:45pm</p>	<p>Journalism 1:00pm - 1:42pm</p>
<p>Editing and Revising</p>	<p>Stories need to be to editor</p>
<p>Students will spend the class period editing and revising their articles. If needed, we will finish the movie we started a week ago as absences have made it so that we haven't been able to finish it.</p>	<p>articles will be put in place and ready for print.</p>
<p>Objectives Students will be able to: edit and revise their own articles and prepare it for submission.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> design their section of the paper in a way that would be appealing to the readers.
<p>Standards</p>	<p>Standards LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate. LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish</p>



LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.