

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Labor Day	Content Objective: TSWBAT follow classroom policies and procedures. Language Objective (week): Student will do a JC Type 2 and an exit card this week.	TSWBAT explain learning in isolation vs. together. (Cardinal 101 Initiative) Language Objective (week): Student will do a JC Type 2 and an exit card this week.	TSWBAT identify a theme of geography and one application for each. Language Objective (week): Student will do a JC Type 2 and an exit card this week.	TSWBAT identify a theme of geography and one application for each. Language Objective (week): Student will do a JC Type 2 and an exit card this week.
Assessment	Labor Day	Oral practice assessment in class.	Oral	Oral	Rules Quiz. Map practice.
Closing Activity	Labor Day	Practice quiz.	Play-Doh activity on how learning together is greater than learning alone. http://cherraalthof.wordpress.com/2011/09/02/day-1/	3-2-1 Exit slip	3-2-1 Exit slip
Vocabulary	Labor Day	rules, bell, classroom, plagiarism,	node, network	location, place, human-environment interaction, movement, region	location, place, human-environment interaction, movement, region
Strategy	Labor Day	Direct instruction	object lesson	Direct instruction, verbal interaction	Direct instruction, visual representation/application

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<p>CCS</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. 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31a Plans Note: 31a Staff may be reassigned by the office without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
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Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
<p>CCS</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>
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Day 1

Posted on [September 2, 2011](#) by [Cherra-Lynne Olthof](#)

So here we are again at Ground Zero. One of the many things I enjoy about teaching is that every year is a fresh start. Every year is a reboot. Every year is different.

This year my goal is to catalogue my year. Our students are in school for 180 days. I am only teaching part time (by choice) so I will see them for roughly 108 of those days. 72 days will be spent on my own. But even though I have 72 non-teaching days, that doesn't mean I stop being a teacher.

Today we performed my favorite opening day activity. On the surface it looks like it's no more than time killer, but it's purpose is so much deeper.

Step #1: You tell the kids to take their two mini containers of colourful Play Doh and create something as cool as they can come up with. Oh, and you get five minutes. Most of them complain that they can't think of anything. Some are feeling rushed and get right to it. And they eventually come up with some pretty creative things.







I'm sure you'd agree with me....pretty creative for 5 minutes of hard core effort! I'm not ashamed to admit that it's far better than I could do. But this is working by yourself....under a very short space of time.

Is it hard? To come up with an idea? To think it through? To carry it out?

Were you stressed? Did you think it was difficult?

Ok, so their creations were amazing. But then we performed step two.

Step #2: I told them to form a groups of at least 3 and put their play doh together to create something masterful! I gave them much more time. In fact, I didn't even really give them a time limit. They worked so well they didn't even notice when I left class for five minutes to wander around the middle school and say hello to some of the other classes. And these were some of the results I got through their combined efforts and creativity.

Mr. Shawn McGirr

For the week of September 4, 2012



All lesson plans are tentative and subject to change without notice.

“Studium decendae voluntatae quae cogi non potest constat” - Cicero

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I told them the winners could keep their play doh. They wanted to know....who won?

I told them all....well, since you all wound up with something even better than you started with, you all win.

What we learned on Day 1: We all bring something to the table, no matter how big or small it may be. At the end of the day, together we can create something much more amazing than we can by ourselves.