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| Date:  week 18 | **Monday**  1-1-18 | **Tuesday**  1-2-18 | **Wednesday**  1-3-18 | **Thursday**  1-4-18 | | **Friday**  1-5-18 |
| **8:00-8:30**  Dailey’s Homeroom |  | **House**  **Keeping** :  -attendance  -highs, lows, concerns  -mentoring | **House  Keeping** :  -attendance  -highs, lows, concerns  -mentoring | **House**  **Keeping** :  -attendance  -highs, lows, concerns  -mentoring | | **House**  **Keeping** :  -attendance  -highs, lows, concerns  -mentoring |
| **8:30-10:15**  Sockwell’s Homeroom | **Winter Break!** | **Daily Practice:** -holiday recap- The Great Migration in terms of African American life vide0 -discuss and define the Great Migration  **Reading:** -Civil Rights Vocab Sheet/search  **Writing:**  **Homework:**  -none | **Daily Practice:** -Read Rosa Parks article  **Reading:** -Civil Rights Scavenger Hunt: stations 1-4  **Writing:**  -record observations in Civil Rights Scavenger Hunt  **Homework:** -none | **Daily Practice:**  **Reading:** -Civil Rights Scavenger Hunt: stations 5-9  **Writing:**  -record observations in Civil Rights Scavenger Hunt  -Opinion Writing mini-lesson  **Homework:** -none | **Daily Practice:**  -review anchor charts -Rosa Parks mini-lesson **Reading:** -Civil Rights Scavenger Hunt: stations 10-13 **Writing:**  -KWL Civil Rights Chart  **Homework:** -none | |
| **10:15-12:00**  Balon’s Homeroom |  | Same Lesson | Same Lesson | Same Lesson | Same Lesson | |
| **12:00-12:15**  Lunch Prep |  | -switch classes  -discuss classes  -bathroom | -switch classes  -discuss classes  -bathroom | -switch classes  -discuss classes  -bathroom | -switch classes  -discuss classes  -bathroom | |
| **12:15-1:00**  Lunch/Recess |  | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | |
| **1:00-2:30**  Dailey’s Homeroom |  | Same Lesson | Same Lesson | Same Lesson | Same Lesson | |
| **2:30-3:10**  Activity |  | Library | Music | P.E. | Art | |

**Essential Questions/Standards Covered this week:**

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| SL.6.1 Engage effectively in a range of collaborative discussions● one-on-one ● in groups ● teacher-led with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Comprehension and Collaboration |
| SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Comprehension and Collaboration |
| SL.6.2 Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study. Comprehension and Collaboration |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. Text Types and Purposes |
| W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. Text Types and Purposes |
| W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Text Types and Purposes |
| W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Text Types and Purposes |
| W.6.1.D Establish and maintain a formal style. Text Types and Purposes |
| RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Key Ideas and Details |
| W.6.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Range of Writing |
| RL.6.9 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. Integration of Knowledge and Ideas |
| RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Range of Reading and Level of Text Complexity |
| RI.6.10 By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Range of Reading and Level of Text Complexity |
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| L.6.1.F Produce complex sentences with a variety of dependent clauses using subordinating conjunctions. Conventions of Standard English |
| L.6.1.H Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. Conventions of Standard English |
| L.6.2.D Spell correctly. Conventions of Standard English |
| L.6.3 Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. Knowledge of Language |
| L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style. Knowledge of Language |
| L.6.3.B Maintain consistency in style and tone. Knowledge of Language |
| L.6.5.A Interpret figures of speech (e.g.,extended metaphor, personification) in context. Vocabulary Acquisition and Use |
| L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Vocabulary Acquisition and Use |