

Midlands Arts Conservatory 2022-2023 Lesson Plans

Quarter 3	Quarter 4
<u>Week 1</u> - January 17 - January 20	<u>Week 11</u> - March 27 - March 31
<u>Week 2</u> - January 23 - January 27	<u>Week 12</u> - April 3 - April 7
<u>Week 3</u> - January 30 - February 3	<u>Week 13</u> - April 17 - April 21
<u>Week 4</u> - February 7 - February 10	<u>Week 14</u> - April 24 - April 28
<u>Week 5</u> - February 13 - February 17	<u>Week 15</u> - May 1 - May 5
<u>Week 6</u> - February 20 - February 24	<u>Week 16</u> - May 8 - May 12
<u>Week 7</u> - February 27 - March 3	<u>Week 17</u> - May 15 - May 19
<u>Week 8</u> - March 6 - March 10	<u>Week 18</u> - May 22 - May 26
<u>Week 9</u> - March 13 - March 17	<u>Week 19</u> - May 29 - June 2
<u>Week 10</u> - March 20 - March 24	
End of the Quarter: March 22 / Report Card Issued: March 27th	End of the Quarter: June 1 / Report Card Issued: June 2

Week 1

Name: L. Popovich **Subject:** ELA 6th **Date** 1/16-1/19 **Block/Period(s):** 1/2

Unit/Theme: Dr. King/Pronoun Study **Essential Question:** How can we use the correct pronoun case effectively when writing? What were the historical and contextual impacts on Dr. King's "I Have a Dream" speech?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)		Meaning and Context 5.1 Language, Craft, and Structure 10.6, 11.1		Meaning and Context 5.1 Language, Craft, and Structure 10.6, 11.1	
Learning Objectives		Use text features to organize information. Use the TWIST model to extract key information from a passage.		Determine historical and contextual influences on a work. Use context clues to determine meanings of words. Examine point of view of the narrator.	

Learning Experiences		Set the Lesson: What do you know about Dr. King? How did he work to fight injustice? Guided Instruction - Use the TWIST model to read the article, "The Road to Civil Rights." Collaborative practice: Complete the sorting activity for events, people, and settings. Complete activity on 8 types of pronouns. Independent practice: Complete article questions. Closure: Complete exit ticket.		Set the Lesson Guided Instruction - Introduce vocabulary. Use the TWIST model to read the "I Have a Dream" speech. Collaborative practice: Reread the speech and discuss guiding questions. Independent Practice: Complete google slides vocabulary activity. Closure: Play quizziz on The "I Have a Dream" speech.	
Assessments (includes daily homework)		Sorting activity, pronouns activity, exit ticket		Google slides vocabulary activity Quizziz results graded	

Week 2 - January 23 - January 27

Name: L. Popovich **Subject:** ELA 6 **Date** 1/23-1/27 **Block/Period(s):** 1/2

Unit/Theme: Biography Elements **Essential Question:** What are key elements of biographies that help us to look through the windows of people's lives?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	Language, Craft, and Structure 9.1, 10.6 Range and Complexity 13.1, 13.2 Meaning and Context 5.1, 8.1		Language, Craft, and Structure 9.1, 10.6 Range and Complexity 13.1, 13.2 Meaning and Context 5.1, 8.1		Language, Craft, and Structure 9.1, 10.6 Range and Complexity 13.1, 13.2 Meaning and Context 5.1, 8.1

Learning Objectives	Recognize elements of biographies. Acknowledge historical and cultural influences on people and events. Determine correct pronoun case.		Recognize elements of biographies. Acknowledge historical and cultural influences on people and events.		Recognize elements of biographies. Acknowledge historical and cultural influences on people and events.
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**Learning
Experiences**

Note: Students need to complete vocabulary slides for “I Have a Dream” speech before moving on.

Set the Lesson- Build background on Nazi Germany and the injustice Jews were experiencing. Connect that injustice to our MLK discussions last week.

Direct Instruction - Show a video clip of Jesse Owens running. Guide students through a close read of Jesse Owens passage. Discuss elements of biographical text. Recap features of a graphic novel.

Collaborative practice: Read “Defying Hitler” with a partner. Answer discussion questions together.

Closure: Answer questions that go with Jesse Owens close read.

Set the lesson: Review Jesse Owens’ time in the Olympics. What did he prove?

Collaborative Practice: Students will work in partners to rotate through stations.

Finish” Defying Hitler” questions and vocabulary.

Read “Jackie Robinson” text and answer questions.

Read Frederick Douglass text and answer questions.

Pronoun practice

Set the lesson: Share some things you have learned from the biographies you have read.

Collaborative practice: Continue rotating through stations.

Finish” Defying Hitler” questions and vocabulary.

Read “Jackie Robinson” text and answer questions.

Read Frederick Douglass text and answer questions.

Pronoun practice

Assessments (includes daily homework)	Jesse Owens close read questions		Work from stations will be graded.		Work from stations will be graded.
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Week 3 - January 30 - February 3

Name: L. Popovich **Subject:** 6 ELA **Date:** 1/30-2/3 **Block/Period(s):** 1/2

Unit/Theme: Black History/ Biography genre **Essential Question:** What are key elements of biographies that allow us to look through the windows of people's lives?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)		Language, Craft, and Structure 9.1, 10.6 Range and Complexity 13.1, 13.2 Meaning and Context		Language, Craft, and Structure 9.1, 10.6 Range and Complexity 13.1, 13.2	

		5.1, 8.1		Meaning and Context 5.1, 8.1	
Learning Objectives		Recognize elements of biographies. Acknowledge historical and cultural influences on people and events.		Recognize elements of biographies. Acknowledge historical and cultural influences on people and events.	
Learning Experiences		Set the lesson: Black History spotlight: Jackie Robinson- Show video clip and read excerpt. Collaborative Practice: Students will work in partners to rotate through stations. Finish "Defying Hitler" questions and vocabulary. Read "Jackie Robinson" text and answer questions. Read "Equal Rights" article and answer comprehension questions.		Set the lesson: Black History spotlight: Frederick Douglass- Show video clip and read excerpt. Collaborative practice: Students will work with partners to rotate through stations. Read and analyze poetry. Finish "Equal Rights" article and questions. Read "Frederick Douglass: Forever Free" and take a short quiz. African American match up game	
Assessments (includes daily homework)		All partner work will be graded.		All partner work will be graded.	

Week 4 - February 7 - February 10

Name: L. Popovich

Subject: 6 ELA Date: 2/7-2/10 Block/Period(s): 1/2

Unit/Theme: Black History/ Biography genre **Essential Question:** What are key elements of biographies that allow us to look through the windows of people’s lives? How can we obtain different perspectives and content as we use multiple sources for biosketches?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	Meaning and context 6.1		Meaning and Context 7.1 Language, Craft, and Structure 8.2		Meaning and Context 7.1 Language, Craft, and Structure 8.2
Learning Objectives	Determine central ideas and key details.		Conduct research for biosketch.		Conduct research for biosketch.
Learning Experiences	Set the Lesson: Watch video of Lebron James. Direct Instruction: Model the ways we can use multiple sources to conduct research about a person. (Use Jackie Robinson as an example).Do all sources give the same information? Collaborative practice: Rotate through stations. Read and analyze poetry. Finish “Equal Rights” article and questions. Read “Frederick Douglass:		Set the lesson: What do we know about Ruby Bridges? Show a video clip of the grown up Ruby recalling her experiences. Collaborative practice: Students will work in groups to read through multiple sources to create a biosketch of Ruby Bridges.		Set the lesson: How many of you played with water guns when you were younger? Does anyone know the name of the man who invented it? Direct Instruction: Interactive Read Aloud: Whoosh! Discuss the obstacles Lonny had to overcome. Collaborative practice: Research an African American inventor and complete facts recording sheet.

	Forever Free" and take a short quiz. Lebron James and Steph Curry article and quiz African American match up game Closure: Share something you learned about one of the people you read about.				
Assessments (includes daily homework)	All station work will be graded.		Biosketch		Whoosh! Responses Research recording sheet-inventor

Week 5 - February 13 - February 17

Name: L. Popovich **Subject:** ELA 6th **Date** 2/13-2/17 **Block/Period(s):** 1/2

Unit/Theme: Biographies/ Black History **Essential Question:**

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)		RL Meaning and context 5.1, 6.1, 8.1		Writing Meaning, context, and craft 1.1, 2.1	
Learning Objectives		Analyze a character's changes over time (dynamic). Answer text dependent questions (Close read)		Determine vocabulary from context. Recognize elements of biographies. Use text evidence to respond to a writing prompt.	
Learning		Set the Lesson: Give some background about Valentine's Day.		Set the Lesson:Journal:1. If you were to start a business what would it be? 2. If you	

Experiences		Direct Instruction - Read aloud: "Somebody Loves You, Mr. Hatch." Turn and talk: How did Mr. Hatch change over the course of the story? Collaborative practice: Complete character changes chart. Read the passage "The History of Conversation Hearts" with a partner and answer text dependent questions. Closure: Design a new conversation heart with your own message.		were a philanthropist, what causes would you donate to? Direct Instruction -Introduce with read aloud segment- Madame CJ Walker. Collaborative practice: Answer comprehension questions. Read the passage #42 and discuss with your partner the ways Jackie received support. Guided practice: Review the format of the essay. Guide students through the process of responding to the prompt. Students will begin drafting responses. Closure: If you were a philanthropist like Madame CJ Walker, what causes would you support?	
Assessments (includes daily homework)		Character changes chart History of Hearts questions		HW: Continue working on essays.	

Week 6 - February 20 - February 24

Name: L. Popovich **Subject:** ELA 6th **Date** 2/20-2/24 **Block/Period(s):** 1/2

Unit/Theme: Biographies/Black History/TDA writing **Essential Question:** How can we use key evidence to construct an essay that responds to a prompt?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	OUT OF SCHOOL	Writing Meaning, context, and craft 1.1, 2.1		Writing Meaning, context, and craft 1.1, 2.1	
Learning Objectives		Locate key evidence and begin drafting TDA essay for "Number 42."		Continue drafting essays.	
Learning Experiences		Set the Lesson:Black History Spotlight: Wilma Rudolph Discuss how multiple sources give more information. Direct Instruction -Read the passage #42 and discuss the ways Jackie received support. Guided practice: Review the format of the essay. Guide students through the process of responding to the prompt. (Find key words in prompt, discuss lead, topic sentence, etc. Independent practice:Students will begin drafting responses. Closure: Share writing successes.		Set the lesson: - Black History Spotlight: Thurgood Marshall Guided instruction- Refer back to the text and prompt for "Number 42." Guide students through the format of the essay (use anchor charts). Independent practice: Continue drafting essays. Hold writing conferences with students to give feedback. Closure: Share successes from essays.	
Assessments (includes daily homework)		HW: Continue working on essays.		HW: Continue working on essays.	

Week 7 - February 27 - March 3

Name: L. Popovich Subject: ELA 6H Date 2/27-3/3 Block/Period(s): 1/2

Unit/Theme: Biography/Black History/TDA Writing **Essential Question:** How can we use key evidence to construct an essay that responds to a prompt? How can we use multiple sources to research for a biosketch?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	Writing Meaning, context, and craft 1.1, 2.1 RI 5.1		Half day- no morning classes		NO SCHOOL
Learning Objectives	Continue drafting essays. Cite textual evidence. Analyze a biography passage.				
Learning Experiences	Set the lesson: - Black History Spotlight: Thurgood Marshall Guided instruction- Refer back to the text and prompt for "Number 42." Guide students through the format of the essay (use anchor charts).Concentrate on body paragraphs. Independent practice: Continue drafting essays. Hold writing conferences with students to give feedback. Complete analysis questions for Thurgood Marshall passage. Closure: Share successes from essays.				

Assessments (includes daily homework)	Thurgood Marshall analysis questions HW: Continue drafting essays.				
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Week 8 - March 6 - March 10

Name: L. Popovich **Subject:** ELA 6 **Date** 3/6-3/10 **Block/Period(s):** 1/2

Unit/Theme: Poetry **Essential Question:** What devices does the poet use to help to convey the message of the poem?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	OUT FOR ARTS INTEGRATION CONFERENCE		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Language 5.2a		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Language 5.2a
Learning Objectives	Separate sub plans for Ms. Cunningham here		Read grade level poetry with accuracy, expression, and intonation Use context clues to determine meanings of words. Explain how the author's point of view of the narrator impacts the meaning. Determine whether a colon or semicolon is needed.		Read grade level poetry with accuracy, expression, and intonation Use context clues to determine meanings of words. Explain how the author's point of view of the narrator impacts the meaning.

Learning Experiences			Bell ringer: Complete colon and semicolon exercise 1,2,3 Set the Lesson: Review anchor chart for elements of poetry.(rhythm, rhyme, stanza, figurative language, etc.) Direct Instruction - Share short poems to show examples of poetry elements.(slideshare) <i>Guided Practice</i> Read "Oranges" by Gary Soto. Complete analysis. Independent practice: Complete evidence for "Oranges." Complete analysis for "Adventures of Isabel." Closure: What have we learned about poetry today? Share.		Bell ringer: Colon and semicolon 4, 5, 6 Set the Lesson: Journal- Write about something you are afraid of. Direct Instruction - Read "Life Doesn't Frighten Me" by Maya Angelou. Discuss the poetry elements in the poem (Rhyme scheme, etc.) Independent practice: Complete poetry analysis questions for "Life Doesn't Frighten Me." Finish "Adventures of Isabel" questions. Closure:Complete poetry kahoot.
Assessments (includes daily homework)			Poetry analysis for two poems Bell ringer 1,2,3 HW: Submit all poetry assignments by next class.		Bell ringer Poetry analysis X2 Kahoot results

Week 9 -March 13 - March 17

Name: L. Popovich **Subject:** ELA 6 **Date** 3/13-3/17 **Block/Period(s):** 1/2

Unit/Theme: Poetry **Essential Question:** What devices does the poet use to help to convey the message of the poem?

	Monday	Tuesday	Wednesday	Thursday	Friday
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Standard(s)		RI.4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Language 5.2a		RI.4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Language 5.2a	
Learning Objectives		Read grade level poetry with accuracy, expression, and intonation Use context clues to determine meanings of words. Determine best use of colon and semicolon Compare/contrast a written text with a video version.		Read grade level poetry with accuracy, expression, and intonation Use context clues to determine meanings of words. Determine best use of colon and semicolon	
Learning Experiences		Bell ringer: Complete colon and semicolon exercise 7,8,9 Set the Lesson: Read "The Walrus and the Carpenter" and discuss. Play a video clip of the poem (cartoon). How does the video bring the poem to life? Compare/contrast video with text. Independent Practice: Complete comprehension check for the poem. Closure: Complete exit ticket on the colon and the semicolon.		Set the Lesson: Review rules for the colon and the semicolon. Play kahoot. Review poems in the unit for rhyme scheme, meter, and other poetry elements. Complete colon and semicolon test. Complete rhyme scheme activity. Closure: Create haiku.	
Assessments (includes daily homework)		Bell ringer Exit ticket Comprehension check		Kahoot results Semicolon and colon test Rhyme scheme activity Poetry assignments HW: Make sure all assignments are	

				completed before the next class.	
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Week 10 - March 20 - March 24

Name: L. Popovich **Subject:** ELA 6 **Date** 3/20-3/24 **Block/Period(s):** 1/2

Unit/Theme: Poetry/SLO Benchmark Post Test **Essential Question:** What devices does the poet use to help to convey the message of the poem?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1		Spiraling standards of informational and literary text		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1
Learning Objectives	Identify rhyme schemes and examples of figurative language. Identify the stressed and unstressed syllables in lines of poetry. Analyze poetry for meaning.		SLO 6th grade benchmark includes a variety of skills (informational and fiction) that have all been covered.		Use vocabulary in context. Identify figurative language. Examine poet's structure for effect.
Learning Experiences	Set the Lesson: Reintroduce a line from "The Walrus and the Carpenter." Identify stressed and unstressed syllables. Direct Instruction -Complete language study and word study (p. 330) together.		Administer SLO 6th grade Post-test benchmark. Those who finish early will explore poetry from the classroom library and complete a scavenger hunt for poetic devices.		Set the Lesson: Read "Abuelito Who" with the class. Identify sensory imagery and figurative language. Direct Instruction: Introduce vocabulary: lullaby, sour,

	Review main concepts from the first poetry unit. Independent instruction: Take unit poetry check up. Closure: Complete exit ticket on poetic devices.				pleasant, receive, skimming, asphalt, fellow Collaborative Instruction -Read through the other three poems in the unit with a partner. Complete think/pair/share How does the author's craft bring out the meaning of the poetry? Complete vocabulary posters.. Closure: Share posters.
Assessments (includes daily homework)	Poetry check up Exit ticket HW: All google classroom assignments should be submitted before the next class.		SLO post tests will be scored.		Vocabulary exercise Vocabulary posters

Week 11 - March 27 - March 31

Name: L. Popovich **Subject:** ELA 6 **Date** 3/27-3/31 **Block/Period(s):** 1/2

Unit/Theme: Women's History **Essential Question:** What great accomplishments of women have helped to advance society across different fields and disciplines?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1	
Learning		Listen attentively for meaning and ask		Listen attentively for meaning and ask	

Objectives		thoughtful questions.		thoughtful questions.	
Learning Experiences		Set the lesson: Review poems of Maya Angelou. Direct Instruction:Read “And Still I Rise” together and discuss. Independent practice:Complete activity. Guest reader 9:00 Jessica Harvey Closure: Reflections on Maya Angelou		Set the lesson: Open with Maya Angelou poem. Collaborative practice:Create web for Maya Angelou’s life/Guest reader: 9:00 Vicki Walker	
Assessments (includes daily homework)		“And Still I Rise” activity		web	

Week 12 - April 3 - April 7

Unit/Theme: Poetry/TDA writing **Essential Question:** What devices does the poet use to help to convey the message of the poem?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	MAP testing		RI4.4 Meaning and context 5.1, 6.1		RI4.4 Meaning and context 5.1, 6.1

			Language, craft, and structure 10.1, 11.1		Language, craft, and structure 10.1, 11.1
Learning Objectives			Identify figurative language. Analyze poetry.		Identify figurative language. Analyze poetry.
Learning Experiences			Set the lesson: Review Maya A's life. Read aloud: Chapter 5 Collaborative practice: Complete figurative language exercise. Independent practice: Finish all poetry assignments.		Complete poetic devices test. Spring acrostic poem
Assessments (includes daily homework)			All poetry assignments graded		Poetry test

Week 13 - April 17 - April 21

Name: L. Popovich **Subject:** ELA 6th **Date** 4/17-4/21 **Block/Period(s):**1/2

Unit/Theme: Poetry/Figurative language/compare/contrast writing **Essential Question:** How does figurative language illuminate the meaning of a poem? How can we compare/contrast two poems for meaning and structure?

	Monday	Tuesday	Wednesday	Thursday	Friday
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Standard(s)		RI.4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1		RI.4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Writing 1.1	
Learning Objectives		Identify figurative language. Analyze poetry. Test prep-spiraling review		Identify figurative language. Analyze poetry. Test prep-spiraling review Write a compare/contrast paragraph.	
Learning Experiences		Set the lesson: Test prep-dictionary definition usage Collaborative practice: Rotate Stations: Complete poetry activities Figurative language game Poetry scavenger hunt Spring acrostic poem Closure: Share poem delights.		Set the lesson- test prep- information from a chart Collaborative practice: Read and discuss Earth Day books in small groups. Construct a persuasive speech/presentation about being kinder to the earth. Use as many examples of figurative language as	

				you can. Closure: Share speeches.	
Assessments (includes daily homework)		Station work will be graded.		Presentations will be graded.	

Week 14 - April 24 - April 28

Name: L.Popovich **Subject:** ELA 6th **Date** 4/24-4/28 **Block/Period(s):** 1/2

Unit/Theme: test prep/Earth Day/review of fiction, nonfiction, poetry **Essential Question:** How can we effectively address an audience with our arguments?

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1 Writing 2.1		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1		RI4.4 Meaning and context 5.1, 6.1 Language, craft, and structure 10.1, 11.1
Learning Objectives	Review fiction and nonfiction skills Refine persuasive writing		Review fiction and nonfiction skills		Review fiction and nonfiction skills

Learning Experiences	Set the Lesson: What do you want people to understand about being stewards of the earth? Direct Instruction - Test prep-prepdag.org Collaborative practice: Read and discuss Earth Day books in small groups. Construct a persuasive speech/presentation about being kinder to the earth. Use as many examples of figurative language as you can. Closure: Share presentations		Set the Lesson: What do you know about baseball? Direct Instruction - Test prep-sibling article Read and construct argument. Share argument pieces and the letter exchange between baseball players. Independent practice: Complete activities for presenting arguments and opinion texts on baseball. Closure: Discuss how the kids presented their arguments.		Set the Lesson: What have you learned about presenting an argument? Direct Instruction - Test prep-SC ready practice test Read the poem about baseball and the fiction pieces. Independent practice: Complete comprehension activity about the fiction baseball selections Closure: test prep exit ticket
Assessments (includes daily homework)	Grade presentations		Activity on presenting arguments		Fiction comprehension activity Exit ticket

Week 15 - May 1 - May 5

Name: L. Popovich Subject: ELA 6 Date 5/1-5/5 Block/Period(s): 1/2

Unit/Theme: Test Prep Essential Question: N/A

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)		all/spiral review		all/spiral review	
Learning Objectives		Spiral review		Spiral review	
Learning Experiences		Online SC Ready practice tools and test		Set the Lesson: What have you learned about presenting an argument? Direct Instruction - Test prep-SC ready practice test Read the poem about baseball and the fiction pieces. Independent practice: Complete comprehension activity about the fiction baseball selections Closure: test prep exit ticket	
Assessments (includes daily homework)				Fiction comprehension activity Exit ticket	

Week 16 - May 8 - May 12

Name:_____ **Subject:**_____ **Date**_____ **Block/Period(s):** _____

Unit/Theme:_____ **Essential Question:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - <i>Direct,</i> <i>Guided Practice,</i> <i>and/or</i> <i>Independent/ Collaborative Practice</i> Closure				
Assessments (includes daily homework)					

Week 17 - May 15 - May 19

Name:_____ **Subject:**_____ **Date**_____ **Block/Period(s):** _____

Unit/Theme:_____ **Essential Question:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - <i>Direct,</i> <i>Guided Practice,</i> <i>and/or</i> <i>Independent/ Collaborative Practice</i> Closure				
Assessments (includes daily homework)					

Week 18 - May 22 - May 26

Name:_____ **Subject:**_____ **Date**_____ **Block/Period(s):** _____

Unit/Theme:_____ **Essential Question:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - <i>Direct,</i> <i>Guided Practice,</i> <i>and/or</i> <i>Independent/ Collaborative Practice</i> Closure				
Assessments (includes daily homework)					

LAST Week of Semester 2 - May 29 - June 2

Name:_____ **Subject:**_____ **Date**_____ **Block/Period(s):** _____

Unit/Theme:_____ **Essential Question:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
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Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - <i>Direct,</i> <i>Guided Practice,</i> <i>and/or</i> <i>Independent/ Collaborative Practice</i> Closure				
Assessments (includes daily homework)					