



Weekly Lesson Plans



Course: English 1 CP

Periods: 2 and 3

Teacher: Kelly Duncan

If you have questions, please feel free to email me: kjduncan@greenville.k12.sc.us or leave me a message at 355-6653

Why is this course important?

Students entering English 1 are further developing critical thinking skills, problem-solving skills, and creativity.

English 1 students should be closely reading a variety of rich and challenging texts while demonstrating the ability to analyze the techniques writers use within print and multimedia texts.

[Link to Course Syllabus](#)

[Link to Course Standards](#)

Quarter 1		Quarter 2	
Week 1 Aug 11 - 15	Week 6 Sept 15 - 19	Week 10 Oct 13 - 17	Week 15 Nov 17 - 21
Week 2 Aug 18 - 22	Week 7 Sept 22 - 26	Week 11 Oct 20 - 24	Week 16 Nov 24 - 28
Week 3 Aug 25 - 29	Week 8 Sept 29 - Oct 3	Week 12 Oct 27 - Oct 31	Week 17 Dec 1 - 5

Week 4 Sept 1 - 5	Week 9 Oct 6 -10	Week 13 Nov 3 - 7	Week 18 Dec 8 - 12
Week 5 Sept 8 - 12		Week 14 Nov 10 - 14	Dec 15 - 19

Week: Aug 11 - 15

Unit(s): Crime Scenes

Agenda	Monday	Tuesday	Wednesday	Thursday	Friday
	- Welcome! (MHS Slides) - Google Classroom/Weekly Planner - Permission Form - Email Etiquette - Gallery Walk - Presentation - Practice email (will be complete on Wednesday) - Introductory One-Pager DUE	- Welcome! (MHS Slides) - One-Pager Intros - Practice email template (Google Slides Assignment) - Spark Your Learning Video (text pgs. 196-197) - Begin reading/listening to the short story "Entwined" (text pgs. 201-213) - Practice reading with annotation guide	- Student Handbook Form - One-Pager Intros - Grammar - Nouns (pg. 1 interactive presentation/practice) - Finish reading/discussing "Entwined" - Small group discussion (text pg. 214) and sharing	- Grammar - Identifying Common Nouns and Proper Nouns (pg. 2) - One-Pager Intros - Finish "Entwined" small group questions (one per group to share out) - Begin reading the poem "Gift-Wrapped Fathers" (text pgs. 250-255) - Listen to poem read aloud - Listen	- Grammar - Identifying Abstract Nouns and Concrete Nouns (pg. 2) - One-Pager Intros - Finish "Gift-Wrapped Fathers" Close Read and discussion - Open Note QUIZ for "Gift Wrapped Fathers" do not use quiz from textbook!

tomorrow				to Close Read Scree ncast for lines 1-12 c. Close read as a full class lines 13-24 d. Partn er read/ annot ate lines 25-54 and discu ss e. Indivi dual Close Read Wkst lines 55-68 f. Finish discu ssing poem lines 69-79 with Asses	
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Work to Submit					sment Practi ce and theme state ments	
			1. Practice email	1. Handbook Form		
	Learning Target	SWBT: understand the basic requirements and expectations for English I CP by reading the syllabus and asking questions.	SWBT: craft a respectful teacher email that meets basic writing requirements in preparation for English 1.	SWBAT: read and annotate a short story and connect them to the essential questions of the crime scene unit.	SWBAT: read and annotate a poem and connect them to the essential questions of the crime scene unit.	SWBAT: read and annotate a poem and connect them to the essential questions of the crime scene unit.

Standards for the Week	ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.
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Week: Aug 18 - 22

Unit(s): Crime Scene Unit

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
- Grammar - Compound Nouns (pg. 3) - Review "Gift-Wrapped Fathers" Quiz - Quiz Retake Form use this quiz first! - Begin "Bully" (text pgs. 259-262). - Discuss what a podcast is through a Gallery Walk - Discuss the phrase "mob mentality" and "bully" - Listen to podcast while completing pg. 260 with a display of Technique	- Grammar - Review Exercise 1.A (pg. 4) - Finish "Bully"	- Grammar - Review Exercise 1.B (pg. 4) - Begin "Unsolved 'Vigilante' Murder in the Heartland" - Brainstorm ideas of what makes a News Article different than a Podcast In small groups read and annotate pgs. 267-272 including assessment questions and analysis. - Full group compare accounts (pg. 276)	Grammar Quiz on Nouns - Finish discussing "Unsolved 'Vigilante' Murder in the Heartland" - Introduce Jane Schaffer style writing - Guided Notes "Slip or Shove" Activity	- Grammar - Pronouns (pg. 5 interactive presentation/practice slides) "Tragedy in the Bathroom" Activity

Work to Submit	s on the board d. Small groups analyze podcast on pg. 262				
		1. Textbook packet		1. Slip or Trip	1. Tragedy in the Bathroom
	Learning Target	SWBAT: read and annotate a podcast and news article and connect them to the essential questions of the crime scene unit.	SWBT: write a well organized paragraph using Jane Schaffer style.	SWBAT: analyze cold cases and synthesize main ideas into a podcast, using strong communication and writing skills.	SWBAT: analyze cold cases and synthesize main ideas into a podcast, using strong communication and writing skills.

Standards for the Week	ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.
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Week: Aug 25 - 29

Unit(s): Crime Scene Unit

Agenda

	Monday	Tuesday	Wednesday	Thursday	Friday
	- Grammar - Identifying Pronouns Exercise 4 (pg. 5-6) - Introduce major Cold Case project - Begin working on Timeline - Watch "Lamb to the Slaughter"	- Media Center Orientation - Work on Cold Case project - Character Profiles/Witness Statements	- Grammar - Identifying Pronouns and Antecedents Exercise 4 (pg. 6) - Work on Study Guide for Test - Review writing samples from "Tragedy in the Bathroom" - Work on Cold Case project - Artifacts	- Grammar - Adjectives Exercise 6 (pg. 7-8) - Work on Study Guide for Test - Work on Cold Case project - Primary Sources	Unit 1 Test Part 1 - Work on Cold Case project - Finish work on earlier portions - Intro Slides
Work to Submit					
Learning Target	SWBAT: create a podcast that incorporates research and analysis of a Cold Case.	SWBAT: create a podcast that incorporates research and analysis of a Cold Case.	SWBAT: create a podcast that incorporates research and analysis of a Cold Case.	SWBAT: create a podcast that incorporates research and analysis of a Cold Case.	SWBAT: demonstrate mastery of the elements of the Crime Scene unit by successfully completing the unit test.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

Week: Sept 1 - 5

Unit(s): Crime Scene Unit

	Monday School Holiday	Tuesday	Wednesday	Thursday	Friday
Agenda		1. Unit 1 Test Part 2 2. Work on Cold Case project a. Outro slides/Jan e Schaffer paragraph	1. Unit 1 Test Part 3 2. Wrap up all work on Cold Case projects and prepare for presentations	1. Grammar a. Adjectives Exercise 7 (pg. 8) 2. Last day to work on Cold Case Projects and finalize for presentations	1. Grammar a. Pronouns and Nouns used as Adjectives Exercise 8 (pg. 9-10). 2. Cold Case presentations
Work to Submit				1. Cold Case Slides	
Learning Target		SWBAT: demonstrate mastery of the elements of the Crime Scene unit by successfully completing the unit test.	SWBAT: demonstrate mastery of the elements of the Crime Scene unit by successfully completing the unit test.	SWBAT: present a podcast that incorporates research and analysis of a Cold Case.	SWBAT: present a podcast that incorporates research and analysis of a Cold Case.

Standards for the Week	ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.
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Week: Sept 8 - 12

Unit(s): *House on Mango Street*

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
- Grammar - Review Exercise 2, Identifying Nouns, Pronouns, and Adjectives (Pg. 11 Exercise A) - Last presentation/Group Participation Google Form - Review Unit 1 Test Writing and model proper paragraph styles from test - HOMS Intro Slides Pear Deck - HOMS Agree/Disagree	- Grammar - Review Exercise 2, Identifying Nouns, Pronouns, and Adjectives (Pg. 12 Exercise C) - Read "Eleven" and complete Slides as a class Should we include this next semester? - Introduce Guided Question Packets and books - Individually read vignette "The House on Mango Street" and complete	Grammar QUIZ - Blooket Review - Present and discuss some "Dream Houses" and go over questions #1-2 - Read Vignettes through "My Name" and complete packet questions - Class "Name" Slides	- Grammar - Verbs (pg. 13-14, Exercise 10) - Present Name Slides - Individually read last vignettes of Pgs. 1-20 packet and complete questions for discussion	- Grammar - Verbs (pg. 14, Exercise 11) Introduce Personal Narratives - Work on Prompts #1-3

Work to Submit		corresponding packet questions a. Dream House Slides			
		1. "Eleven" 2. Dream House Slides	1. Name Slide	1. Packet pg. #1	1. Personal Narratives Prompt 1
	Learning Target	SWBAT: anticipate major themes in House on Mango Street by completing interactive introductory notes.	SWBAT: demonstrate an understanding of Esperanza's dream house by describing their own dream house.	SWBAT: demonstrate an understanding of "My Name" by completing interactive slides about their own name.	SWBAT: demonstrate an understanding of HOMS by successfully completing guided questions.
Standards for the Week	ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.				

Week: Sept 15 - 19

Unit(s): *House on Mango Street*

Agenda	Monday	Tuesday	Wednesday	Thursday	Friday
	1. Grammar a. Transitive and Intransitive Verbs (Pg. 14 Exercise 12) 2. Read vignettes through "Those Who Don't" and complete packet questions 3. In small groups read and analyze "Little Things are Big" packet	1. Grammar a. Linking Verbs (Pg. 16 Exercise 13) 2. Finish discussing "Little Things Are Big" 3. "Little Things Are Big" Quiz	1. Grammar a. Linking Verbs (Pg. 16 Exercise 14) 2. Finish reading Vignettes through pg. 38 and complete packet questions 3. Work on Personal Narratives	1. Grammar a. Verb Phrases (Pg. 17-18 Exercise 15) 2. Theme One-Pagers	1. Grammar a. Verb Phrases (Pg. 18 Exercise 16) 2. Finish Theme One-Pagers and presentations 3. Work on Personal Narratives
	1. "Little Things are Big" packet		1. THOMS packet	1. One-Pager	1. Narratives 1-4 should be completed by this weekend
Work to Submit					
Learning Target	SWBAT: demonstrate an understanding of HOMS by successfully completing guided questions.	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .	SWBAT: demonstrate an understanding of HOMS by writing their own personal narrative.	SWBAT: demonstrate an understanding of theme by completing a paired one-pager.	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Week: Sept 22 - 26

Unit(s): *House on Mango Street*

Monday	Tuesday	Wednesday	Thursday	Friday
1. Grammar Quiz 2. Read vignettes through "A Rice Sandwich" and complete packet questions individually 3. "Fish Cheeks" packet with partner 4. Work on Personal Narrative	1. Adverb Pre-Quiz 2. Review "Fish Cheeks" 3. Finish vignettes through "Elenita, Cards, Palm, Water" and complete packet questions 4. Work on Personal Narratives	1. Grammar a. Adverbs Pg. 20, Exercise 17 2. Read vignettes through "Four Skinny Trees" and complete packet questions 3. "The Rose That Grew from Concrete" paired text a. Powerade Commercial b. Read and	1. Grammar a. Adverbs Pg. 20, Exercise 18 2. Finish vignettes through "Sally" and complete packet questions 3. Work on Personal Narratives	1. Grammar a. Adverbs Pg. 21 Exercise 19 2. Group Symbolism project

Work to Submit			discuss questions c. Small groups white board activity		
	1. "Fish Cheeks" packet	1. packet	1. "The Rose That Grew From Concrete" packet		
	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .	SWBAT: demonstrate an understanding of <i>HOMS</i> by successfully completing guided questions.	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .	SWBAT: demonstrate an understanding of <i>HOMS</i> by successfully completing guided questions.	

Standards for the Week	ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.				
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Week: Sept 29 - Oct 3

Unit(s): *House on Mango Street*

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda	- Grammar - Adverbs Pg. 22 Exercise 20 - Read vignettes through "A Smart Cookie" and complete packet questions "Knock Knock" individually and discussion	- Adverb Review - Open-Note "Knock Knock" Quiz - Finish vignettes through "Linoleum Roses" and complete packet questions - Work on Personal Narratives	- Adverb Post-Quiz - Introduce Blackout Poetry	- Grammar - Prepositions Pgs. 23-24 Exercise 21 - Finish reading and packet questions for THOMS "Healing Brick City" paired text	- Grammar - Prepositions Pg. 24 Exercise 22 - Introduce Study Guide for Unit 2 Test - Work on Study Guide/Personal Narratives/Blackout Poetry *Personal Narratives DUE by the end of class
Work to Submit	Knock Knock packet	packet		packet	
Learning Target	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .	SWBAT: demonstrate an understanding of <i>HOMS</i> by successfully completing guided questions.	SWBAT: creatively display understanding of an underlying theme from a vignette in <i>HOMS</i> by creating a blackout poem.	SWBAT: demonstrate reading comprehension skills by analyzing a cold text and connecting it to <i>HOMS</i> .	SWBAT: Prepare for an end of unit assessment by completing a study guide and/or working on final major assessments

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Week: Oct 6 -10

Unit(s): Mythology

Monday	Tuesday	Wednesday	Thursday	Friday End of Q1 Grading Period
1. Grammar a. Conjunctions and Interjections Pg. 25 Exercise 23 2. Work on Study Guide/Personal Narratives/Blackout Poetry *Blackout Poetry DUE by the end of class!	JOB SHADOW DAY *Study Guide DUE by the end of the day	1. Part 1 Unit 2 Test 2. Introduce Mythology a. Guided Notes	1. Part 2 Unit 2 Test 2. "Pandora's Box" a. Read as a class and answer guided questions	1. Grammar a. Conjunctions and Interjections Pg. 26 Exercise 24 3. "Prometheus" a. Use Guided Slides as a whole class 4. Modern Hero Activity a. Gallery walk b. Group

Work to Submit					Work c. Group Slide
	1. Blackout Poems	1. Study Guide	1. Part 1 Test	1. Part 2 Test 2. “Pandora’s Box” worksheet	1. Prometheus Google Slides
Learning Target	SWBAT: Prepare for an end of unit assessment by completing a study guide and/or working on final major assessments in class.	N/A	SWBAT: demonstrates mastery of Unit 2 skills on a multiple choice test.	SWBAT: demonstrate mastery of Unit 2 skills using a cold read with multiple choice questions and a TDW paragraph.	SWBAT: understand Greek culture by reading and analyzing Prometheus through responding to guided questions

Standards for the Week	ELA.E2.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time. ELA.E2.OE.4 Collaborate with others and use active listening skills. ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
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Week: Oct 13 - 17

Unit(s): Mythology

Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
NO SCHOOL	- Grammar - Review Prepositions, Conjunctions, Interjections - Finish Modern Hero Activity - The Hero's Journey - Guided Notes	- Grammar Quiz "Theseus" - Complete Slides in small groups	- Grammar - Identify Complete Sentences and Sentence Fragments (page 29, exercise 1) - Review Theseus "Kronos and Zeus" - Complete Slides in partners	- Grammar - Identify Complete Sentences and Sentence Fragments (page 30, exercise 2) - Review Kronos and Zeus - Introduce Study Guide "Icarus" - Complete Slides individually
		1. Theseus	1. Kronos and Zeus	1. Icarus
	SWBAT: understand Greek culture by reading and analyzing Theseus through responding to guided questions	SWBAT: understand Greek culture by reading and analyzing Kronos and Zeus through responding to guided	SWBAT: understand Greek culture by reading and analyzing Icarus through responding to guided questions	SWBAT: understand Greek culture by reading and analyzing Perseus through responding to guided questions

Work to Submit

Learning Target

		questions		
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ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

Week: Oct 20 - 24

Unit(s): *The Odyssey*

Monday Q1 Report Card	Tuesday	Wednesday	Thursday	Friday
1. Grammar a. Run-On Sentences (pgs. 31-32, exercise 3) 2. "Perseus" b. Use Guided Slides as a whole class 5. Work on Study Guide	1. Grammar a. Subject and Predicate (pgs. 33-34, exercise 4) 2. Introduce Extra Credit Opportunity (Myth One-Pager) DUE FRIDAY 3. Work on Study Guide/make up any work!	1. Grammar a. Subject and Predicate (pg. 34, exercise 5) 2. Mythology Cold Text Test (Hero's Journey) 3. Work on Study Guide/Extra Credit	1. Grammar a. Simple Subject and Simple Predicate (pg. 35, exercise 6) 2. Mythology Test 3. Work on Extra Credit Opportunity (Myth One-Pager)	1. Grammar a. Identifying Complete Predicate s and Simple Predicate s (pg. 36, exercise 7) 2. Traits of an epic hero notes and activity

Work to Submit	1. Perseus		1. Cold Text Test	1. Mythology Test	1. Extra Credit
	SWBAT: understand Greek culture by reading and analyzing Perseus through responding to guided questions	SWBT: demonstrate mastery of the mythology unit by completing a study guide in preparation for a cold text and tracing the Hero's Journey through writing as well as a multiple choice test.	SWBT: demonstrate mastery of the mythology unit by reading a cold text and tracing the Hero's Journey through writing.	SWBT: demonstrate mastery of the mythology unit by answering multiple choice questions about the myths read in class.	SWBT: gain important background knowledge before reading the epic, <i>The Odyssey</i> , by completing guided notes and discussing epic hero traits.

Standards for the Week	ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.
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Week: Oct 27 - Oct 31	Unit(s): <i>The Odyssey</i>
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Monday	Tuesday	Wednesday	Thursday	Friday
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Agenda

- Grammar - Finding the Subject (Pg. 38 Exercise 8) - Background Notes for <i>The Odyssey</i> - Watch the Trojan War section of <i>The Odyssey</i> (28 min)	- Grammar - Compound Subjects and Compound Verbs (Pg. 39-40 Exercise 9) - Review Game - Quiz on Background Notes (open-note) - Finish watching the Trojan War section of <i>The Odyssey</i> - Hand out Hero's Journey graphic organizer and Epic Hero graphic organizer and review - Begin reading Books 1&5 - Google Slides	- Grammar - Identifying Subjects and Compound Verbs (Pg. 40 Exercise 10) - Finish reading Books 1&5 - Google Slides - Watch portion of <i>The Odyssey</i> (40 min) - Hero's Journey GO/Epic Hero GO	- Grammar - Review (Sentence, Run-On Sentence, Subject & Predicate, Simple & Complete) - Quiz on Books 1&5 - Begin reading and analyzing Book 9 - Google Slides	- Grammar - Quiz - Watch portion of <i>The Odyssey</i> (25 min) - Hero's Journey GO/Epic Hero GO - Review Quiz paragraphs
Google Slides Notes (if completed can use on quiz)	- Quiz - Books 1&5 Slides	- Quiz - Hero's Journey GO	- Book 9 Slides - Hero's Journey GO	Quiz

Work to Submit

Learning
Target

SWBT: trace the Hero's Journey and identify important characteristics of the epic hero by reading and analyzing The Odyssey for important literary elements.	SWBT: trace the Hero's Journey and identify important characteristics of the epic hero by reading and analyzing The Odyssey for important literary elements.	SWBT: trace the Hero's Journey and identify important characteristics of the epic hero by reading and analyzing The Odyssey for important literary elements.	SWBT: trace the Hero's Journey and identify important characteristics of the epic hero by reading and analyzing The Odyssey for important literary elements.	SWBT: trace the Hero's Journey and identify important characteristics of the epic hero by reading and analyzing The Odyssey for important literary elements.
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Standards
for the Week

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

Week: Nov 3 - 7	Unit(s):
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Agenda

Monday	Tuesday	Wednesday	Thursday	Friday
- Grammar - Quiz on Book 9 - Begin reading and analyzing Book 10&11 - Google Slides				

Work
to Submit

Learning
Target

Standards
for the Week

Week: Nov 10 - 14	Unit(s):
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Monday	Tuesday	Wednesday	Thursday	Friday
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Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 17 - 21	Unit(s):
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	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Nov 24 - 28

Unit(s):

		Monday	Tuesday	Wednesday School Holiday	Thursday School Holiday	Friday School Holiday
Agenda Work to Submit Learning Target						
Standards for the Week						

Week: Dec 1 - 5

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Dec 8 - 12

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					

Week: Dec 15 - 19

Unit(s):

	Monday	Tuesday	Wednesday	Thursday	Friday End of Q2 Grading Period Half Day for Students
Agenda					
Work to Submit					
Learning Target					
Standards for the Week					