

## Southside High School 2024-2025

Teacher: Dean Thompson  
Course: Educational Support  
Week of: August 11th, 2025



If you have questions, feel free to email:  
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*Celebrating Diversity. United in Learning.*

*"Judge a man by his questions rather than by his answers."  
Voltaire*

| Day | <p>Standards Addressed <b>Thinking Skills &amp; Processes</b> Learning Targets Student Actions <b>(What will students be DOING?)</b></p> <p>Teachers may consider labeling WICOR strategies by letter (W, I, C, O, R) in the "Student Actions" section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| M   | <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>- I can read aloud, engage in discussion, and answer comprehension questions to demonstrate understanding news segments from CNN 10.</li> <li>- I can analyze and review Google Classroom assignments from Math and Science classes in order to determine the academic support I need during independent/teacher assisted study.</li> <li>- I can prioritize my missing assignments and review to fill in learning gaps</li> </ul> <p><b>Student Actions</b></p> <ol style="list-style-type: none"> <li>1. Begin class by watching CNN 10, <b>demonstrate understanding by writing/typing facts and opinions</b> on each story in Google Classroom.</li> <li>2. <b>Transition</b> to filling out their daily planner</li> <li>3. <b>Organizing and synthesizing</b> information, review and revision, error analysis, goal setting</li> <li>4. Use Backpack or Google Classroom to identify missing assignments- focus on majors first</li> <li>5. Share out priority for the day</li> </ol> |

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| T | <p><b>Learning Targets</b></p> <p>-I can identify tone and develop a deeper understanding of what a quote/image is trying to convey.</p> <p>-I can analyze and review Google Classroom assignments from English and Social Studies classes in order to determine the academic support I need during independent/teacher assisted study.</p> <p><b>Student Actions</b></p> <ol style="list-style-type: none"> <li>1. The students will begin class by <b>writing</b> or typing a short <b>reflection</b> on a quote or image displayed on the board.</li> <li>2. Complete journal prompt with <b>participation/discussion</b> about each others' answers</li> <li>3. Students will <b>edit</b> each others' responses and <b>give feedback</b> to one another</li> <li>4. Students fill out their daily planner detailing what they plan to work on for the remainder of the class period and need assistance with.</li> <li>5. Students will <b>communicate</b> with staff regarding what major grades are upcoming, assignments missing, and the classroom teacher will check Powerschool information.</li> <li>6. <b>Organization and time management-</b> Review current/missing Google Classroom assignments in the subjects of English/Social Studies/Credit Recovery, and choose an assignment to work on independently and/or with staff for the remainder of the period.</li> </ol> |
| W | <p><b>Learning Targets</b></p> <p>-I can demonstrate understanding of an article by engaging in discussion, answering comprehension questions, and writing a short reflection.</p> <p>-I can analyze and review Google Classroom assignments from English and Social Studies classes in order to determine the academic support I need during independent/teacher assisted study.</p> <p><b>Student Actions</b></p> <ol style="list-style-type: none"> <li>1. Students log into No Red Ink and <b>reflect on the writing prompt given</b></li> <li>2. Students then <b>review and edit</b> their responses with staff assistance</li> <li>3. Students will <b>practice grammar and structure</b> utilizing the No Red ink exercises</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|    | <ol style="list-style-type: none"> <li>Students will communicate with staff regarding what major grades are upcoming, assignments missing, and the classroom teacher will check Powerschool information.</li> <li><b>Organization and time management-</b> Review current/missing Google Classroom assignments in the subjects of English/Social Studies/Credit Recovery, and choose an assignment to work on independently and/or with staff for the remainder of the period.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| TH | <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can read aloud, engage in discussion, and answer comprehension questions to demonstrate understanding</li> <li>I can read an article, answer comprehension questions independently, and write a short reflection.</li> </ul> <p><b>Student Actions</b></p> <ol style="list-style-type: none"> <li>Students will participate in reading/discussing the Newsela article aloud with peers/staff and demonstrate an understanding of the text by answering comprehension questions and providing a short reflective response in the Newsela classroom.</li> <li>Students check for understanding by agreeing or disagreeing with each others' answers.</li> <li>Students then independently read and answer comprehension questions on a news article of their choice.</li> <li>TSW review their current/missing Google Classroom assignments in the subjects of Math/Science/Credit Recovery, and Virtual SC, then choose an assignment to work on independently and/or with staff for the remainder of the period.</li> </ol> |
| FR | <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can demonstrate understanding and improvement in IEP goal areas through taking a goal-specific assessment</li> <li>I can analyze and review Google Classroom assignments in order to determine the academic support I need during independent/teacher assisted study.</li> </ul> <p><b>Student Actions</b></p> <ol style="list-style-type: none"> <li>The students will take goal-specific assessments in order to gauge improvement related to their IEP objectives</li> <li>Students will review with classroom staff work completed and work missing that was assigned throughout the week.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <p>3. TSW review their current/missing Google Classroom assignments in the subjects of English/Social Studies/Credit Recovery and Virtual SC, then choose an assignment to work on independently and/or with staff for the remainder of the period.</p> |
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**TSW: The Student Will**

*Plans are subject to change. Students will receive information regarding any changes made after weekly plans are posted to the website. Some students within the class may have content modified and/or accommodations provided according to their IEP.*