

Lesson Plans

Date: October 9-13

Several staff members are working with your son/daughter on different lesson. If you have any questions please contact me at 683-2361 ext. 139 on the lesson

ENGLISH

The course reviews these topics:

Grammatical structures, mechanics, and usage

Written and spoken communication skills

Categories of fiction and nonfiction, comprehension and evaluation

Library and dictionary skills

Montana Standard: RF.3.3,3.3 a-d, 3.4 a-d, 5.3, 5.3 a-c

CCRA.R.1-10 RF. 5.4 a-c

Word of the day

Writing paragraph

Informative assessment: Use yellow green and red cards for understanding

Chrome books

Daily warm-ups

Spelling

Different Clauses

Monday: chapter 3 lesson 1

Tuesday: chapter 3 lesson 2

Wednesday: chapter 3.4

Thursday: chapter 3.5

Friday: chapter 3.6

MATH

Students should develop an understanding:

*understand numbers, meanings of operations and compute fluently.

*understand patterns, relations and functions. Represent and analyze mathematical situations

*understand how to analyze characteristics and properties of geometry. Understand geometric shapes.

*understand attributes of objects and the units, systems and processes of measurements.

*formulate data and collect, organize, and display answers.

*build new mathematical knowledge through problem solving

*recognize reasoning and proof as fundamental aspects of math

*organize and consolidate mathematical thinking through communication

Montana Standard: 6.NS, 6.EE, 7.NS, 7.EE

Common multiples

Monday: Chapter 3 lesson 1

Tuesday: 3.2

Wednesday: 3.3

Thursday: 3.4

Friday: 3.5

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Biology

Students should develop:

Abilities necessary to do scientific inquiry

Understandings about scientific inquiry

Cells and structure and function in living system

Reproduction and heredity

Molecular basis of heredity

Biological evolution

Interdependence of organisms

Matter, energy, and organization

Diversity and adaptations of organisms

Behavior of organisms

Personal and community health

Population growth

Natural resources

Environmental quality

Natural and human-induced hazards

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Earth Science

Monday: chapter 3 voc

Tuesday: 3.1

Wednesday: 3.2

Thursday: 3.3

Friday: chapter summary

History

Montana standards for History:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an Understanding of the text as a whole.
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.
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.
5. Describe how a text presents information (e.g., sequentially, Comparatively, causally).
6. Identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in
8. Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about American Indians.
9. Analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians.

Monday: chapter 3 activity workbook 9

Tuesday: chapter 3 activity chart 9

Wednesday: chapter review 74-75

Thursday: read summary chapter 3 practice test

Friday: chapter 3 test

Government

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and

origin of the information.

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an Understanding of the text as a whole.
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.
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.
5. Describe how a text presents information (e.g., sequentially, Comparatively, causally).
6. Identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Vocational skills

Career management is a semester-length high school elective course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including:

1. Communication
2. Leadership
3. Teamwork
4. Decision making
5. Problem solving
6. Goal setting
7. Time management

Students will complete activities that help identify personal interests, aptitudes, and learning styles. Students will use results of self-assessments to determining careers that may prove personally satisfying. In addition to the default course program, Career Management includes alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.

Montana standards for workplace competencies: content standard 1-6 Students will be creating cover letter and job application to start a portfolio. Student will use computers in library which will enhance their typing skills.

Students will participate in job shadowing Monday-Friday