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|  |  | **Monday****November 14-B** | **Tuesday****November 15-A** | **Wednesday****November 16-B** | **Thursday****November 17-A** | **Friday****November 18-B** |
|  | **Core Content** |
| Math | Pre-Algebra | Topic:Assessment: | Topic:Assessment: | Topic: Assessment:  | Topic:Assessment: | Topic:Assessment: |
| Algebra 1 | Myers/ HjelleTopic: 3.2 Slopes of Lines and Rates of Change Day 1Assessment:Topic:Assessment: | Myers/ HjelleTopic: 3.2 Slopes of Lines and Rates of Change Day 2Assessment: 3.2 HW/Quiz ReviewTopic:Assessment: | Myers/ HjelleTopic: 3.2 Slopes of Lines and Rates of Change Day 2Assessment: 3.2 HW/Quiz ReviewTopic:Assessment: | Myers/ HjelleTopic: 3.1 and 3.2 Linear Equations/Slopes of LinesAssessment: Summative QuizTopic:Assessment:  | Myers/ HjelleTopic: 3.1 and 3.2 Linear Equations/Slopes of LinesAssessment: Summative Quiz Topic:Assessment: |
| Geometry | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Algebra 3 | Topic:Assessment: | Topic:Assessment: | Topic: Assessment: | Topic:Assessment: | Topic:Assessment: |
| Pre Calc/Trig | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic: Close Reader: The Ordinary ManAssessment: |
| English | English 1 | MyersTopic: Figurative Language and ToneAssessment: | MyersTopic: Figurative Language and ToneAssessment: | MyersTopic: Figurative Language and ToneAssessment: Timed Writing | MyersTopic: Figurative Language and ToneAssessment: Timed Writing | Topic:Assessment: |
| English 3 | Topic: Lit CirclesAssessment: NRI #4, Lit Circle #5 | Topic: Lit CirclesAssessment: NRI #4, Lit Circle #6 | Topic: Lit CirclesAssessment: NRI #4, Lit Circle #6 | Topic: Lit CirclesAssessment: Activity #3 | Topic: Lit CirclesAssessment: Activity #3 |
| English 3 (Honors) | SchmidtTopic: Lit Circles & Ind. NovelsAssessment: Lit Circle #5 | PorathTopic: Lit Circles & Ind. NovelsAssessment: NRI #4, Lit Circle #5, Connections Journal | SchmidtTopic: Lit Circles & Ind. NovelsAssessment: Lit Circle #6 | PorathTopic: Lit Circles & Ind. NovelsAssessment: Lit Circle #6, Connections Journal | Schmidt Topic: Lit Circles & Ind. NovelsAssessment: Enrichment Activity #3, Independent Book Logs 4 & % |
| Journalism |  | Topic: Newswriting & Infographics Assessment: Newswriting Summative  |  | Topic: InfographicsAssessment: Bio Box  |  |
| Digital Journalism |  | Topic: Newswriting and Broadcast Assessment: Newswriting Summative  |  | Topic: BroadcastAssessment: Story Planner for CNN10 Broadcast (final) |  |
| Yearbook | Topic: Fall Pages Assessment: Edit Circle |  | Topic: Fall PagesAssessment: Final Edits  |  | Topic: Winter Pages Assessment: Page Planner |
| Newspaper  | Topic: Story 3 & BeatAssessment: Check in |  | Topic: Story 3Assessment: Final Draft Due  |  | Topic: Story 4Assessment: Story 4 Page planner and Story 3 Evaluations |
| Drama | Topic: Improv Listening & AddingAssessment: Scene work Practice | Topic: Improv Listening & AddingAssessment: Scene work Practice | Topic: Improv Listening & AddingAssessment: Scene work Practice | Topic: Improv Listening & AddingAssessment: Scene work Practice | Topic: Improv Assessment PrepAssessment: Planning & Practicing for 2nd Improv Scene Assessments |
| Stagecraft | Topic: Constructing FlatsAssessment: Small Group Work to Create a Flat  | Topic:Assessment: | Topic: Scenic PaintingAssessment: Small Group Work on Painting a Flat | Topic: Assessment: | Topic: Production Design, Part TwoAssessment: Read, analyze, & Brainstorm Design Project Ideas |
| Academic Literacy | Topic: “The Last Book in the Universe”Assessment: Read Chap. 5-6 | Topic: “The Last Book in the Universe”Assessment: Chap. 5-6 | Topic: “The Last Book in the Universe”Assessment: Finish Chap. 5-6 | Topic: “The Last Book in the Universe”Assessment: Finish Chap. 5-6 | Topic: “The Last Book in the Universe”Assessment: Intro to interactive readers |
| Literacy Skills | Topic: Lesson 2.2Assessment: Adverbs that compare | Topic: Lesson 2.3Assessment: Adjectives that compare | Topic: Lesson 2.3Assessment: Adjectives that compare | Topic: Additional app/reading workAssessment: Using transition words | Topic: Additional app/reading workAssessment: Using transition words |
| Social Studies | US History | Topic: The Great DepressionAssessment: | Topic: Presidents of the DepressionAssessment: | Topic: Presidents of the DepressionAssessment: | Topic: The Great DepressionAssessment: | Topic: The Great DepressionAssessment: |
| Human Geography | Topic: Intro to Political geographyAssessment: | Topic: Intro to Political geographyAssessment: | Topic: Creating StatesAssessment: | Topic: Creating StatesAssessment: | Topic: Hypernationalism Assessment: |
| Economics | Topic: Shark Tank IdeasAssessment: | Topic:Assessment: | Topic: Shark Tank PresentationsAssessment: | Topic:Assessment: | Topic: MicroEconomicsAssessment: |
| Psychology | Topic: Conditioning Assessment: Conditioning assignment  | Topic: Abnormal PsychologyAssessment: Fight the Stigma (Summative) | Topic: Conditioning Assessment: Conditioning assignment  | Topic: Abnormal PsychologyAssessment: FINISH Fight the Stigma (Summative) | Topic: Conditioning Assessment: Conditioning assignment  |
| African American History | Topic: Slavery in AmericaAssessment: Review for test | Topic: Assessment: | Topic: Guest speakerAssessment: Questions and answers | Topic: Assessment: | Topic: TestAssessment: |
| Science | Physical Science | Topic:Assessment: | STOVERTopic: Classification of MatterAssessment: Unit 2 Test | Topic:Assessment: | STOVERTopic: ChemistryAssessment:History of Atomic Theory Timeline | Topic:Assessment: |
| Biology | STOVERTopic: Population EcologyAssessment: What is a population?Meysenburg:Intro to Structure & Function-Cells GN-Pro vs. Euk.-Cell Structures | Topic:Assessment:Meysenburg:Structure & Function-Animal vs Plant Cell-Cell Analogy Project | STOVERTopic: Population DynamicsAssessment:Niches and RelationshipsMeysenburg:Structure & Function-Animal vs Plant Cell-Cell Analogy Project | Topic:Assessment:Meysenburg:Structure & Function-Animal vs Plant Cell-Cell Analogy Project | STOVERTopic: Population DynamicsAssessment:Symbiotic RelationshipsMeysenburg:Structure & Function-Animal vs Plant Cell-Cell Analogy Project |
| Chemistry: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
|  | **Electives** |
| World Language | French 1 | Topic: Review for testAssessment: | Topic: Assessment: | Topic: Test Day 1Assessment: | Topic: Assessment: | Topic: Test Day 2Assessment: |
| French 3 | Topic:Assessment: | Topic: Review for testAssessment: | Topic: Assessment: | Topic: TestAssessment: | Topic:Assessment: |
| French 5 | Topic:Assessment: | Topic: Review for testAssessment: | Topic:Assessment: | Topic: TestAssessment: | Topic:Assessment: |
| Spanish 1 | Topic: e1u1Assessment: Presentational summative | Topic: intro e1u2 vocabAssessment: vocab ws 1 | Topic: intro e1u2 vocabAssessment: vocab ws 1 | Topic: e1u2 vocab reviewAssessment: quizizz | Topic: e1u2 vocab reviewAssessment: quizizz |
| Spanish 3 | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Spanish 5 | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| English Language Learning | ESL Reading 3-4 | Topic: Leveled Reader “All About Dinosaurs” Assessment: Reading Record  | Topic:Assessment: | Topic: Leveled Reader “Post Office” Assessment: Reading Record | Topic:Assessment: | Topic: Leveled Reader “Vet Clinic”Assessment: Reading Record  |
| ESL 1/3/5 | Topic: Assessment: | Topic: Importance of Immigrants Assessment: Ask/answer questions | Topic: Assessment: | Topic: Read/Discuss and interview “Kids Like Me” Assessment: Write 3 interesting facts | Topic: Assessment: |
| Academic Language | Topic: Article “DN’T TXT N DRV”Assessment: Text tag and discuss article | Topic: Assessment: | Topic: Article “Is 16 Too Young to Drive a Car?” Assessment: Section Shrink Summaries (3) | Topic: Assessment: | Topic: Reflection on previous article Assessment: Formal Summary  |
| Music  | Voice | Topic:Assessment: | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (M/m2-3 & Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: |
| Swing Choir | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (M/m2-3 & Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) |
| Mixed Chorus | Topic:Assessment: | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (M/m2-3 & Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: |
| Junior Chorus | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) | Topic:Assessment: | Interval Identification (M/m2-3 & Perfect 4ths); Rhythms – subdivisions of 16th notes (1e&/1&a) |
| Prep Band | Topic: Continue piecing together “My Favorite Things” as a group and “Nettleton” as individuals. Colorguard students continue choreographing their group routineAssessment: Formative assessment through student performance | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will get a lot of individual time to work on what they need. For colorguard, it is continuing to design their group routine. For instrumental musicians, they will continue to practice December concert music, and will submit videos on Flip to show progress Assessment: Formative assessment through performance videos on Flip | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will get a lot of individual time to work on what they need. For colorguard, it is continuing to design their group routine. For instrumental musicians, they will continue to practice December concert music, and will submit videos on Flip to show progressAssessment: Formative assessment through performance videos on Flip |
| Concert Band | Topic:Assessment: | Topic: Put finishing touches on “Nettleton” and “My Favorite Things,” and run through all three concert pieces (including “Courage”)Assessment: Formative assessment through student performance | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will spend half the time in Parts (Bekah practicing individually) and the other half as an ensemble with two students leading the charge. Students will track progress through videos posted to FlipAssessment: Formative assessment through performance videos on Flip | Topic:Assessment: |
| Orchestra | Topic:Assessment: | Topic: Students will have some time to complete the SUMMATIVE interval quiz (Perfect Intervals). Then, we will run through “Arlington Sketches,” “My Favorite Things,” and “Farandole” (in that order) to ensure all concert music is where it needs to be before the breakAssessment: Summative interval quiz on TEAMS | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will spend half the time in sectionals and the other half rehearsing as a full ensemble. Students will track progress through videos posted on FlipAssessment: Formative assessment through performance videos on Flip | Topic:Assessment: |
| Jazz Band | Topic: Continue finishing touches on “Sweet & Lovely,” “Blue Bossa,” and “Sandu” (in that order), then start piecing together “Pigstep”Assessment: Formative assessment through student performance | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will be given individual time to work on December concert music, but will be expected to run through segments as a group (including playing with a recorded backing track). Students will track their progress with each other and the teacher on FlipAssessment: Formative assessment through performance videos on Flip | Topic:Assessment: | Topic: (Mr. Bogatz gone) Students will be given individual time to work on December concert music, but will be expected to run through segments as a group (including playing with a recorded backing track). Students will track their progress with each other and the teacher on FlipAssessment: Formative assessment through performance videos on Flip |
| Art  | Art |  | Topic:**Art 1:** Cubism Values: Start with PP, sketch main object, draw on final paper. Choose final paper size**Art 3**: Contour Portraits: finish up w/ watercolors.Assessment: |  | Topic:**Art 1**: Cubism Values: Demo & discuss paper division & shading**Art 3**: Contour Portraits: Add patterns in marker - DUE TODAYAssessment: |  |
| Pottery | Topic: Jun Kaneko Dango (smoothing and shaping) Glazing Coil PotsAssessment: | Topic: Jun Kaneko Dango (Smoothing and Shaping) Glazing Coil Pots(3) Glazing Creepy CupsAssessment: | Topic: Jun Kaneko Dango (Burnishing) Glazing Coil PotsAssessment: | Topic: Jun Kaneko Dango (Burnishing) Glazing Coil Pots(3) Glazing Creepy CupsAssessment: | Topic: Jun Kaneko Dango (Burnishing)Glazing Coil PotsAssessment: |
| Graphic Design | Topic:Adobe Illustrator Summative Word Designs 1 & 2 Work Time & Due TodayAssessment: Summative Designs |  | Topic:Adobe Illustrator Shapebuilder Lettermark Logo ProjectAssessment: |  | Topic:Assessment: |
| Physical Education | Team Sports | Topic:VolleyballAssessment:Skills | Topic:VolleyballAssessment:Skills | Topic:VolleyballAssessment:Skills | Topic:VolleyballAssessment:Skills | Topic:VolleyballAssessment:Skills |
| Lifetime Sports | Topic: (Jager) Dancing ClassroomsAssessment: | Topic:Assessment: | Topic: (J) D.C.Assessment: | Topic:Assessment: | Topic: (J) D.C. Assessment: Recital/final lesson! :) |
| Aerobics | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Aquatics | Topic:Assessment: | Topic: Tabata workoutAssessment: | Topic:Assessment: | Topic: Strokes; DivingAssessment: | Topic:Assessment: |
| Light Weight Training | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Weight Training | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| PE Leadership | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Human Growth  | Topic: Recap trafficking; AbstinenceAssessment: | Topic:Assessment: | Topic: Guest Speaker: STIs (OneWorld)Assessment: | Topic:Assessment: | Topic: STIsAssessment: |
| JROTC | Marksmanship | Topic: Qual Week 7Assessment: Formative | Topic: N/AAssessment: | Topic: Qual Week 7Assessment: Formative | Topic: N/AAssessment: | Topic: Qual Week 7Assessment: Formative |
| JROTC 1 | Topic: N/AAssessment: | Topic: JPA PrepAssessment: Practice | Topic: N/AAssessment: | Topic: JPA PrepAssessment: Practice | Topic: N/AAssessment: |
| JROTC 3 | Topic: JPA PrepAssessment: Practice | Topic: N/AAssessment: | Topic: Uniform InspectionAssessment: Formative | Topic: N/AAssessment: | Topic: Physical FitnessAssessment: Practice |
| Color Guard | Topic: Color Guard RoutineAssessment: Practice | Topic: N/AAssessment:  | Topic: Color Guard RoutineAssessment: Practice | Topic: N/AAssessment: | Topic: Staff WorkAssessment: N/A |
|  | **Pathway** **Courses** |
| **Business** | Principles | Topic: EntrepreneurshipAssessment: Assemble box and last workday | Topic: MarketingAssessment: Intro to Marketing Day activity | Topic: MarketingAssessment: Intro to Marketing Day activity | Topic: MarketingAssessment: SWOT Analysis | Topic: MarketingAssessment: SWOT Analysis |
| Sustainability | Environmental Science | Topic:Assessment: | Topic: Ocean AcidificationAssessment: OA Lab Report and Unit Test Review | Topic:Assessment: | Topic: Ecosystem BiodiversityAssessment:Unit 2 Test | Topic:Assessment: |
| Engineering | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: | Topic:Assessment: |
| Clean Energy | Topic: Assessment:  | Topic: Fossil Fuels Formation and UsesAssessment: Graph Analysis – Where the US gets its Energy Today | Topic: Assessment: | Topic: Wind EnergyAssessment:What is wind energy and how does it work | Topic: Assessment: |
| Education | Lifespan Development | Topic: PIESAssessment: Timeline | Topic:Assessment: | Topic: PIESAssessment: Timeline | Topic:Assessment: | Topic: PIESAssessment: Timeline |
| Health Sciences | Foundations | Topic: Hospital SkillsAssessment: | Topic:Assessment: | Topic: Hospital SkillsAssessment: | Topic:Assessment: | Topic: Hospital SkillsAssessment: Test ability to take vitals  |
| Freshman  | Seminar | Topic: CommunicationAssessment: “What’s on your plate activity” and Communication  | Topic: CommunicationAssessment: Job Applications / soft skills | Topic: CommunicationAssessment: Job Applications / soft skills | Topic: CommunicationAssessment: Fill out job application | Topic: CommunicationAssessment: Fill out job application |