🗓️ Week Preview: Mon Oct 19 – Fri Oct 23, 2026

Grant Driver · Ferndale High School · Room 113 · Skeleton plan, delivered Sun Oct 18 · *Draft for Grant to review. Daily plans (with scripts and keys) still arrive at 7:40 AM each school day.*

Week at a glance

Day	Date	Day color	What Grant teaches	Other periods
Mon	Oct 19	🟡 **Gold**	**7th** (11:00–12:20) Transitions L2 · Understanding My Rights **8th** (12:55–2:16) SEL L2 · Session 4, toolkit wrap-up + quick Panel 4	5th prep · 6th in-class support
Tue	Oct 20	🔵 **Blue**	**2nd** (9:35–10:55) SEL L1 · Session 5, toolkit review **3rd** (11:00–12:20) Transitions L1 · Making Independent Choices	none in 1st or 4th
Wed	Oct 21	🟡 **Gold**	**7th** (11:00–12:20) Transitions L2 · Respecting Others' Boundaries **8th** (12:55–2:16) SEL L2 · Session 5, toolkit binder + quick comic touch-up	5th prep · 6th in-class support
Thu	Oct 22	🔵 **Blue**	**2nd** (9:35–10:55) SEL L1 · Session 6, tool-badge folder **3rd** (11:00–12:20) Transitions L1 · Personal Space Boundaries	none in 1st or 4th
Fri	Oct 23	🟡 **Gold**	**7th** (11:00–12:20) Transitions **L2** cooking lab / outing (Grant handles) **8th** (12:55–2:16) SEL L2 · Session 6, toolkit reflection + brief comic share	5th prep · 6th in-class support

Calendar check (from the official Blue/Gold calendar image, not counted): Oct 19–23 is Gold, Blue, Gold, Blue, Gold. All five days are full days on regular bells (Eagle Time 9:05–9:30, lunch 12:20–12:50). The image shows no no-school, early-release, or late-arrival marks this week. It does not show assemblies, so watch the weekly bulletin. **Next week for context:** Mon 10/26 🔵 Blue · Tue 10/27 🟡 Gold · **Wed 10/28 🔵 Blue, EARLY RELEASE** (2nd 8:31–9:17, 3rd 9:22–10:08) · Thu 10/29 🟡 Gold · Fri 10/30 🔵 Blue.

Two things to notice: (1) Friday 10/23 is a **Gold** day, so the cooking lab / outing is the **Level 2** class (7th period). Last Friday's was the Blue Level 1 class. (2) This is the last full week of Unit 1 content. Unit 1 and the Calm-Down Toolkit unit both wrap up Oct 28–29. Grant's update: the SEL L1 comic is **finished**, so the L1 sessions this week are a light toolkit wrap-up.

*Everything below marks **(tentative)** where the roadmap names only a topic and the activity is my proposal.*

🟡 Monday, Oct 19 (Gold)

11:00–12:20 · 7th · Transitions Level 2 · Unit 1, Week 5 "Rights & Choice-Making"

- **Focus: Understanding My Rights.** Name basic student rights: to be respected, to say "no" to unsafe things, to ask questions.
- **Main activity (tentative):** Sort statement cards into "this is my right" and "this is not a right." Then practice the script "I have the right to ___. I will say it by ___."
- **Assessment piece:** Exit ticket: write 2 rights and 1 script. Connects to last week's 4-Step Problem Solver and the "ask for help" script.
- **Level note:** L2 uses written scripts and clear spoken phrases (about 5th grade). The Level 1 class gets the matching picture version on its own days.
- **Prep:** Rights statement cards (print and cut), script strips, exit tickets, transition binders. Canva deck or whiteboard fallback.

12:55–2:16 · 8th · SEL Level 2 · "My Calm-Down Toolkit," Session 4 of 8

- **Focus:** Toolkit wrap-up. The Pause-to-Reset lesson was already moved up to Thu 10/15, so today builds on it. Quick recall of known tools only (1 minute). **No new calming method.**
- **Main activity (tentative):** "My Reset Plan" card for the toolkit binder: Trigger → Tool I know → How I'll know it worked, for one real situation.
- **Comic piece (small weekly activity, ~10–15 min of the project block):** Draw Panel 4 (The Reset) with a 1–2 sentence caption. Quick inking only if time allows. Not a big project.
- **Standard 80-minute shape:** check-in 10 · ORI Time 10 · main 35 · project 15 · closing 10.
- **Prep:** Comic folders, a dark marker, mood logs, ORI logins, Reset Plan card, toolkit binders.

🔵 Tuesday, Oct 20 (Blue)

9:35–10:55 · 2nd · SEL Level 1 · "My Calm-Down Toolkit," Session 5 (wrap-up)

- **Focus (tentative): Toolkit review.** Students look back at the tools they already know using pictures. **No new calming method.** The L1 comic panels are complete, so there is no Panel 4 or comic work.
- **Main activity (tentative):** Picture recall of the toolkit, then a short "Did it work?" picture check: look at a scene, point to the tool, and circle 😊 better, 😐 same, or 😟 worse.
- **Project or assessment piece:** Each student points to or says one tool and how they know it helps (point, say, or AAC).
- **Level note:** Level 1 uses emoji, matching, and pictures at about 2nd-grade reading. The L2 class does the same unit with matrices and written sentences.
- **Prep:** Zones emoji chart, toolkit picture strip, "Did it work?" picture sheet, ORI logins.

11:00–12:20 · 3rd · Transitions Level 1 · Unit 1, Week 5

- **Focus: Making Independent Choices.** Practice everyday decisions and accepting how the choice turns out.
- **Main activity (tentative):** Picture choice cards ("Pick 1 of 2"), then use the green "I like" / red "I do not like" / yellow "I need help" choice board.
- **Assessment piece:** Each student makes and shows 2 choices, and says or points to how it went (👍 or 👎).
- **Level note:** L1 is pictures and symbols, with a short sentence strip ("I choose ___.").
- **Prep:** Choice cards, choice board, exit pictures, binders.

🟡 Wednesday, Oct 21 (Gold)

11:00–12:20 · 7th · Transitions Level 2

- **Focus: Respecting Others' Boundaries.** Personal boundaries, asking permission, and balancing speaking up for myself with respecting peers.
- **Main activity (tentative):** "Okay, Ask First, or Stop" scenario sort, then short role-plays: ask permission, hear "no," and respond politely.
- **Assessment piece:** Exit ticket: one sentence for "How I ask first" and one for "What I do when someone says no."
- **Level note:** L2 reads scenarios and writes responses. Keep scenarios school and job-site focused and keep the tone matter-of-fact.
- **Prep:** Scenario cards, role-play script strips, exit tickets, binders.

12:55–2:16 · 8th · SEL Level 2 · Session 5

- **Focus:** Toolkit binder. Quick recall only. **No new method.**
- **Main activity (tentative):** Build the toolkit binder: add tool pages (the tools students already know) and the Reset Plan card.
- **Comic piece (small weekly activity, ~10–15 min):** Color and add a title to the comic. Pick one panel to share on Friday.
- **Prep:** Colored pencils or markers, binders, page protectors.

🔵 Thursday, Oct 22 (Blue)

9:35–10:55 · 2nd · SEL Level 1 · Session 6 (wrap-up)

- **Focus (tentative): Tool-badge folder** and a quick celebration. Recall only. **No new calming method.**
- **Main activity (tentative):** Cut, glue, and color the badges for tools students already know, and put them in the "My Toolkit" folder.
- **Project or assessment piece:** Each student shares one badge with a partner or the group (show, say, or point), then a quick class celebration ("We built our toolkits! 🎉").
- **Prep:** Tool badge sheets, glue, scissors, crayons, folders.

11:00–12:20 · 3rd · Transitions Level 1

- **Focus: Personal Space Boundaries.** A visual "personal space bubble" and a hand signal for "I need space."
- **Main activity (tentative):** Bubble activity (hula-hoop or floor tape), then practice the signal and the phrase "I need space, please."
- **Assessment piece:** Each student shows the signal at least once (hand signal, card, or AAC).
- **Level note:** L1 uses signal cards and pictures. **Unresolved:** a Gemini plan from Oct 8 covered personal space and saying "no," but it is **unknown** whether that was taught. This stays the roadmap topic until you say otherwise. If it was taught, make it a recall plus signal practice.
- **Prep:** Hula-hoops or floor tape, "I need space" cards, "too close / just right" pictures, binders.

🟡 Friday, Oct 23 (Gold)

11:00–12:20 · 7th · Transitions Level 2 · Cooking lab / outing (Grant handles)

- **Grant handles Friday labs himself.** Nothing is planned here. This is a placeholder so the day is complete.
- **Note:** Last Friday's logged lab (Blue Level 1) was pizza in a bowl, challenge level 1 of 3. Tell me what was cooked or done and I will log it.

12:55–2:16 · 8th · SEL Level 2 · Session 6

- **Focus (tentative):** Toolkit reflection and wrap-up. No new calming method.
- **Main activity (tentative):** Students look back through the toolkit binder and reflect: which tools help me, and how do I know it worked?
- **Comic piece (small weekly activity, ~10–15 min):** Brief Author's Chair or quick Gallery Walk of the finished comic, with one star and one step from a peer (initials only). Not a full presentation block.
- **Prep:** Comics finished, feedback strips (initials only), timer.

⚠️ Heads-up list

IEP and evaluation dates (from the IEP calendar, initials only)

- **Nothing is due this week or in the next 3 weeks** (through about Nov 8).
- **Just beyond:** A.F. and W.S. IEPs are due **Nov 11**, and the first reminder goes out **Fri Oct 30** (10 days before is Sun Nov 1). E.L.'s IEP is due Nov 18.
- **M.H. evaluation date is unconfirmed:** the calendar says **4/10/27**, but the card may say **4/15**. Your Monday reminder (about 7:23 AM) covers this. Tell me which is right and I will update the calendar.

Print and prep

- **Mon:** rights cards, script strips, Reset Plan cards, fine-tip markers
- **Tue:** toolkit picture strip, "Did it work?" picture sheets, choice cards
- **Wed:** boundary scenario cards, binder pages
- **Thu:** tool badge sheets and folders (L1), space-bubble supplies and signal cards
- **Fri:** feedback strips for the brief comic share (SEL L2)

- **Look ahead (week of 10/26):** One-Page Profile template (L1, Mon 10/26), Student-Led IEP prep slides or binder page (L2, Tue 10/27), Goal Board kit (L1, Wed 10/28, early release), and the **Self-Advocacy Role-Play Assessment rubric** (L2, Thu 10/29). That rubric is not built yet. Unit 2 (Independent Living) starts L1 10/30 and L2 11/2, running to 12/18 (L1) and 12/17 (L2).

Open items only Grant can answer

1. **Personal space (Thu, L1):** whether boundaries or saying "no" was taught on Oct 8 is unknown. Left unresolved on purpose.
2. **Unit 2 and the next SEL unit (accepted, no question needed):** Unit 2 (Independent Living) runs L1 10/30–12/18 and L2 11/2–12/17, and Fridays stay Grant-handled and unplanned. After the Calm-Down Toolkit, SEL moves to Social Awareness (L1 from Fri 10/30, L2 from Mon 11/2), then Relationship Skills, per the accepted sequence in curriculum-calendar.md.
3. **TPEP:** Criterion 4 is official. The class the evaluator will observe is not chosen yet (probably Gold 7th or 8th).
4. **Family newsletter:** send timing, delivery method, and photo release are still open. One-Page Profiles go home after 10/29 only with your approval.