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| **MS. ROBERT**  **FEBRUARY** | **MONDAY**  **18** | **TUESDAY**  **19** | **WEDNESDAY**  **20** | **THURSDAY**  **21** | **FRIDAY**  **22** |
| ***Class:***  ***2nd hour***  ***9:23-10:13***  ***7th Grade***  ***Español***  ***3rd Hour Prep***  ***4th hour***  ***11:09-11:57***  ***Español*** | President’s day/ no school | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  Google Classroom color video  **Class** **overview**: Classroom objects who has game Yo tengo  Este es classroom objects video The School worksheet and quiz  **Assignment/homework**:  none  **Assessment**: practice classroom objects  **Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day review flashcards with a friend/quick kahoot  **Class** **overview**: Correct Exploring Spanish packet review activity classroom objects Quizlet pre check  .  **Assignment/homework**: none  **Assessment**: Classroom objects test  **Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day review ABC, classroom objects/colors  **Class** **overview**: Phrases skits, build skits with vocab we know  **Assignment/homework**: practice phrases at home  **Assessment**:  **Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**: Introduce People Exploring Spanish packet  **Assignment/homework**:  **Assessment**:Quiz on classroom objects  **Technology**: Google Classroom |
| **CCSS** | **1 - Communication: Communicate in Languages Other than English**   * 1. Interpersonal Communication   Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | | | | |

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| ***Class:***  ***6th hour***  ***1:30-2:23***  ***8th Grade***  ***Careers*** | President’s day/ no school | **Objectives**: personal goal and assessment/ students will explore their own ideas of success  **Entry Activity**: Warm up #14  **Class** **overview**: Guest Visitor  Form for tomorrow write one question  Personality type Lesson Use survey results  Form groups according to similar results Make giant poster see rubric  **Assignment/homework**:  Guest Summary sheet  **Assessment**:  **Technology**: <https://www.facebook.com/dailygoalcast/>  videos/1393601020784938/  UzpfSTE0ODEwNDcwOTU6MTAyMTcwNzgx  MTUxNzMzMDA/ | **Objectives**: personal goal and assessment/ students will explore their own ideas of success  **Entry Activity**: Warm Up #12  **Class** **overview**: Introduce Guest  **Assignment/homework**: Guest Speaker John Edelbeck Coleman Engineering  **Assessment**: none  **Technology**: /apple tv, iPad internet; | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm Up #7  **Class** **overview**: S Soft Skills For Career Success worksheet discussion correct create poster about their best soft skill soft Skills review watch video and complete worksheet (Thank you letters for extra credit)  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**:[*CCSS.ELA-LITERACY.RI.8.3*](http://www.corestandards.org/ELA-Literacy/RI/8/3/) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*  [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed***  **Entry Activity**: Introduce Guest  **Class overview:** Guest Visitor  Laura Moloney Student Services  Director Bay College  [One-step-at-a-time - goal achieving cartoon doodle video](https://www.youtube.com/watch?v=8cCiqbSJ9fg&t=59s)  **Assignment/homework**:  **Assessment**: none   1. **Technology**: /apple tv, iPad internet; |
| **CCSS** | *[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*  ***[CCSS.ELA-LITERACY.SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.*** | | | | |

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| ***Class:***  ***7th hour***  ***2:26-3:15***  ***6th Grade***  ***Literature*** | President’s day/ no school | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: Library  Teacher Read Aloud  **Class** **overview**:New vocab for Passage to Freedom, play jeopardy with the words  **Assignment/homework**: none  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: Silent Reading  Teacher Read Aloud  **Class** **overview**:Read aloud Passage to Freedom  .  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: silent reading  Teacher Read Aloud  **Class** **overview** Finish reading passage to Freedom  **Assignment/homework**: pre read hatchet  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: Silent Reading  Teacher Read Aloud  **Class** **overview**: Questions 1, 3 6 in book, wkst 40  **Assignment/homework**: finish vocab definitions  **Assessment**:  **Technology**: |
| **CCSS** | [CCSS.ELA-LITERACY.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | |