|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the dayGoogle Classroom color video **Class** **overview**: Classroom objects who has game Yo tengoEste 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 CommunicationStudents 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 CommunicationStudents 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 CommunicationStudents 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT****FEBRUARY** | **MONDAY****18** | **TUESDAY****19** | **WEDNESDAY****20** | **THURSDAY****21** | **FRIDAY** **22** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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 VisitorForm for tomorrow write one question Personality type Lesson Use survey resultsForm groups according to similar results Make giant poster see rubric**Assignment/homework**: Guest Summary sheet**Assessment**:**Technology**: <https://www.facebook.com/dailygoalcast/>videos/1393601020784938/UzpfSTE0ODEwNDcwOTU6MTAyMTcwNzgxMTUxNzMzMDA/ | **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 VisitorLaura Moloney Student ServicesDirector Bay College[One-step-at-a-time - goal achieving cartoon doodle video](https://www.youtube.com/watch?v=8cCiqbSJ9fg&t=59s)**Assignment/homework**: **Assessment**: none1. **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.*** |

\

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MS. ROBERT****FEBRUARY** | **MONDAY****18** | **TUESDAY****19** | **WEDNESDAY****20** | **THURSDAY****21** | **FRIDAY** **22** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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**: LibraryTeacher 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 ReadingTeacher 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 readingTeacher 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 ReadingTeacher 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. |