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| **MS. ROBERT****MARCH** | **MONDAY****11** | **TUESDAY****12** | **WEDNESDAY****13** | **THURSDAY****14** | **FRIDAY** **15** |
| ***Class:******2nd hour*** ***9:23-10:13******7th Grade******Español******3rd Hour Prep******4th hour******11:09-11:57******Español*** | **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 algo/something**Class** **overview**: Introduce More People in our lives vocab. Make flashcards **Assignment/homework**: none**Assessment**: practice people in our neighborhood words/phrases**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**: Around the room/ En mi vecino hay un \_\_\_\_\_\_/ crossword puzzle**Assignment/homework**: none**Assessment**: practice people in our neighborhood words/phrases **Technology**: Google Classroomw | **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**: Matching activity quienes son la gente en su vecino.**Assignment/homework** practice people in our neighborhood words/phrases**Assessment**: Quiz on family members**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**: Neighborhood videoJeopardy review of all learning so far! People rap sheet**Assignment/homework**: practice people in our neighborhood words/phrases **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**: Quizlet review of people in the neighborhoodTest on people in the neighborhood **Assignment/homework**: **Assessment**: professions test**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. |

Mia Tavonatti on the 29th

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| ***Class:******6th hour******1:30-2:23******8th Grade******Careers*** | **Objectives**: personal goal and assessment/ students will explore their own ideas of success**Entry Activity**: Warm up #24**Class** **overview**: Complete power point notes on Soft Skills Do Priority activity**Assignment/homework**: **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 #25**Class** **overview**: Create Soft skills essay/poster/slide show and self analysis do ethics worksheet**Assignment/homework**: Ethics worksheet**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 #26**Class** **overview**: Guest Summary sheet QUESTION Attny. Jacob LynchBegin Career Brochure Project**Assignment/homework**:**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 27**Entry Activity**: Introduce Guest Speaker**Class overview:** Guest VisitorATTORNEY JACOB LYNCH **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**: **Class overview:** NO CLASS**Assignment/homework**: **Assessment**: none1. **Technology**: /apple tv,
 |
| **CCSS** | Conduct research, to analyze and describe how skills learned in school (including academic, technical, and “soft skills”) benefit an individual in postsecondary training, career, and society. Articulate importance of specific skills that will be focus of high school, including literacy, numeracy, critical thinking and problem solving.[***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*** |

\[One-step-at-a-time - goal achieving cartoon doodle video](https://www.youtube.com/watch?v=8cCiqbSJ9fg&t=59s) Next Week

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| ***Class:******7th hour******2:26-3:15******6th Grade******Literature*** | **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**:Correct Questions 1,3,6 pg 66. Correct long vowel worksheets make climb or die game**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**: LibraryTeacher Read Aloud**Class** **overview**: make climb or die game**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**: play climb or die rotation style.**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** Intro vocab for new story**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**: NO CLASS**Assignment/homework**: **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. |