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| **MS. ROBERT**  **MARCH** | **MONDAY**  **25** | **TUESDAY**  **26** | **WEDNESDAY**  **27** | **THURSDAY**  **28** | **FRIDAY**  **29** |
| ***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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**: review individual names Teach syllables  Greetings packet  **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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**:  **Assignment/homework**: finish packet, correct  Saludo o despedida wksheet  **Assessment**: practice people in our neighborhood words/phrases  **Technology**: Google Classroom  w | **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**: correct yesterday  Write greeting skit, practice, perform  .  **Assignment/homework** practice people in our neighborhood words/phrases  **Assessment**: Speaking Grade  **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**: Review greetings create video show  **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 Communication  Students 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 greetings  Test on greetings, word of the day and  **Assignment/homework**:  **Assessment**: Greetings phrases 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 #28  **Class** **overview**:  turn in Guest Summary for Dr. Vanholla Give directions and Begin Career brochure  **Assignment/homework**:  **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 #29  **Class** **overview**: Career Brochure and essay  **Assignment/homework**:  Ethics worksheet  **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 #30  **Class** **overview**: Work on brochure/essay  **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 31  **Class overview:** : Guest Summary sheet QUESTION Dr. Mia Tavonatti  Work on brochure/essay  **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  Artist Mia Tavonatti  **Assignment/homework**:  **Assessment**: none   1. **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 Reading  **Class** **overview** Finish reading the True Confessions of Charlotte Doyle pages102-109  **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**: Library  Teacher Read Aloud  **Class** **overview**: page 109 Questions 1,2,3,5,6  Worksheet #63  **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**: wksheet 64-65  And 66  .  **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** Courage comparisons essay outline  **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**: Write courage comparison essay  **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. | | | | |