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| **MS. ROBERT****May** | **MONDAY****13** | **TUESDAY****14** | **WEDNESDAY****15** | **THURSDAY****16** | **FRIDAY** **17** |
| ***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.5.1 Use of LanguageStudents use the language both within and beyond the school setting.**Entry Activity**: Word of the day **Class** **overview**: Finish working on restaurant menus**Assignment/homework**: **Assessment**: **Technology**: Google Classroom**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.5.1 Use of LanguageStudents use the language both within and beyond the school setting.**Entry Activity**: Word of the day **Class** **overview**: Share Review gustar Use MenusOrder use rubric to follow speaking patterns.**Assignment/homework** **Assessment**: **Technology**: Google ClassroomImmediately | **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.5.1 Use of LanguageStudents use the language both within and beyond the school setting.**Entry Activity**: Word of the day**Class** **overview.** Review AR verbs teach QuererNew conjugation sheet Querer, Cenar, Gustar TenerPlay food bingo **Assignment/homework**: **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.5.1 Use of LanguageStudents use the language both within and beyond the school setting.**Entry Activity**: Word of the day **Class** **overview**: restaurant skits See Rubric**Assignment/homework**: **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.5.1 Use of LanguageStudents use the language both within and beyond the school setting.**Entry Activity**: Word of the day **Class** **overview**: Test on Food/Gustar and AR verb conjugations**Assignment/homework**: **Assessment**: **Technology**: Google Classroom |
| **CCSS** | **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.5.1 Use of LanguageStudents use the language both within and beyond the school setting. |

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| **MS. ROBERT****MAY** | **MONDAY****13** | **TUESDAY****14** | **WEDNESDAY****15** | **THURSDAY****16** | **FRIDAY** **17** |

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| ***Class:******6th hour******1:30-2:23******8th Grade******Careers*** | **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 #47**Class overview** Track MeetIndependent work on interview project due May 24 andZentangle, Due May 22**Assignment/homework**: **Assessment**:**Technology**: | **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 #48**Class overview: *Understanding Career Documents*** What is a resume? Watch video/discuss/work on them section by section using guide lines. Use oncourse strategies to discuss and shareWork on zentangle and interview project**Assignment/homework**: **Assessment**:**Technology**: | **Objectives**: personal goal and assessment/ students will explore their own ideas of success **Entry Activity**: Warm Up #49**Class** **overview**: ***Understanding Career Documents*** Continue resume building together /work on them section by section using guide lines. Use oncourse strategies to discuss and share work on interview projectWork on Zentangle**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 #50**Class overview: *Understanding Career Documents*** share completed Zentangleswork on interview projectWork on Zentangle**Assignment/homework**: **Assessment**:**Technology**: | **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 #51**Class overview:** Understanding Career Documents: Portfolio to go with Resumé***Understanding Career Documents*****Assignment/homework**: **Assessment**:**Technology**: |
| **CCSS** | 1. Using results of personal profile and career plan goals, create and prepare customized career preparation materials or exercises for a specific occupation or industry, such as: a. Resume b. Cover letter(s) c. Thank you note(s) (after interviews) to potential employers d. List of transferable skills e. Job application(s) f. Mock interview or role-play exercise [***CCSS.ELA-LITERACY.RI.8.7***](http://www.corestandards.org/ELA-Literacy/RI/8/7/)***Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.***[***CCSS.ELA-LITERACY.W.8.2***](http://www.corestandards.org/ELA-Literacy/W/8/2/)***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***[***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***[***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***[***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***[***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*** |

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| **MS. ROBERT****May** | **MONDAY****6** | **TUESDAY****7**  | **WEDNESDAY****8** | **THURSDAY****9** | **FRIDAY** **10** |

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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.**Entry Activity**: Silent ReadingWarm up skills sheet**Class** **overview** Finish NWEAVia Part two read pages 102-117Answer questions 5-8Use 8 words on vocab sheet to create word puzzle**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.**Entry Activity**: **Library**:Silent ReadingWarm up skills sheet**Class** **overview** correct worksheetsDiscuss pages 81-117 Question # 10 and November Precept**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.**Entry Activity**: Silent ReadingWarm up skills sheet**Class** **overview** Race game with vocab for part two, quizlet live, individual test on iPads for part two. Minimum score of 75 required. **Assignment/homework** ABC sheet complete up to 13 words: **Assessment**: **Technology**:  | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.**Entry Activity**: Silent ReadingWarm up skills sheet**Class** **overview** Part Three: Summer pages 118-132 read aloud together in class.**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.**Entry Activity**: Silent ReadingWarm up skills sheet**Class** **overview** Part three worksheets in groups **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. |