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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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  5.1 Use of Language  Students 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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  5.1 Use of Language  Students use the language both within and beyond the school setting.  **Entry Activity**: Word of the day  **Class** **overview**: Share Review gustar  Use Menus  Order use rubric to follow speaking patterns  .  **Assignment/homework**  **Assessment**:  **Technology**: Google Classroom  Immediately | **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.  5.1 Use of Language  Students use the language both within and beyond the school setting.  **Entry Activity**: Word of the day  **Class** **overview.** Review AR verbs teach Querer  New conjugation sheet Querer, Cenar, Gustar Tener  Play food bingo    **Assignment/homework**:  **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.  5.1 Use of Language  Students 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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  5.1 Use of Language  Students 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 Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  5.1 Use of Language  Students 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 Meet  Independent work on interview project due May 24 and  Zentangle, 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 share  Work 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 project  Work 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 Zentangles  work on interview project  Work 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 Reading  Warm up skills sheet  **Class** **overview** Finish NWEA  Via Part two read pages 102-117  Answer questions 5-8  Use 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 Reading  Warm up skills sheet  **Class** **overview** correct worksheets  Discuss 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 Reading  Warm 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 Reading  Warm 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 Reading  Warm 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. | | | | |