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| **MS. ROBERT****May** | **MONDAY****20** | **TUESDAY****21** | **WEDNESDAY****22** | **THURSDAY****23** | **FRIDAY** **24** |
| ***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 skitsMake props, practice, do food simple crossword**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 skitsCorrect food simple crossword.**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.** : Reteach AR verb Do Bubble sheet for AR verbs together Play food bingo <https://www.fluentu.com/blog/spanish/spanish-ar-verb-list/> **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**: Sing food song review food Quiz on food and gustarAr verbs correct from yesterdayFood matching cardsRevisit tener (tengo tienes)**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**: Revisit tener (tengo tienes)Use quien es game to introduce ser, play as a whole class, play in groups**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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| ***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 #52**Class overview** review resume, show examples. Check that personal interview is completedIndependent work on interview project due May 24 andZentangle, Due May 22 Meet one on one with students to check on resumé, interview and zentangle projects**Assignment/homework**: **Assessment**:**Technology**: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 #53**Class overview: *Understanding Career Documents*** Independent work on interview project due May 24 andZentangle, Due May 22 Continue to Meet one on one with students to check on resumé, interview and zentangle projects**Assignment/homework**: **Assessment**:**Technology**: | **Objectives**: personal goal and assessment/ students will explore their own ideas of success **Entry Activity**: Warm Up #54**Class** **overview**: ***Understanding Career Documents*** Independent work on interview project due May 24 andZentangle, Due TODAY Meet one on one with students to check on resumé, and interview projects**Assignment/homework:****Assessment**: none**Technology**: 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 #55**Class overview: *Understanding Career Documents*** share completed Interview Projectswork on interview project**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 #56**Class overview:** share completed Interview Projectswork on interview project***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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| ***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** Jack Part four Read 1st half together and discussAnswer questions l#1-5on part four study guide**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 worksheets questions; read second half of Jack assign questions 6-10 finish ABC sheet for next Monday**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**  **Assignment/homework** quiz on part 4 Jack; Begin reading part 5= Justin questions 1-4**Assessment**: **Technology**:  | **CIVIL AIR PATROL PRESENTATION** | **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** Read to end of Justin part five, finish worksheet**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. |