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| **MS. ROBERT**  **May** | **MONDAY**  **6** | **TUESDAY**  **7** | **WEDNESDAY**  **8** | **THURSDAY**  **9** | **FRIDAY**  **10** |
| ***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**: Learn new fruits and vegetables. Review me gusta Use powerpoint  **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.  **Entry Activity**: Word of the day  **Class** **overview**: R Review food words,  Make a menu for a healthy restaurant  .  **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.  **Entry Activity**: Word of the day  **Class** **overview.** Order from each other’s menus introduce story No Me Gusta read it  Use cards to re write it  :  **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.  **Entry Activity**: Word of the day  **Class** **overview**: Review food words,  Make a menu for a healthy restaurant  **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.  **Entry Activity**: Word of the day  **Class** **overview**:  **Assignment/homework**:  **Assessment**:  **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. | | | | |

DNR Escanaba

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

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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 #44  **Class overview** Green businesses activities  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 #45  **Class overview:** Discuss Interview project 2 interviews from career cruising and one real person/ begin research  Work on zentangle  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: personal goal and assessment/ students will explore their own ideas of success  **Entry Activity**: Warm Up #46  **Class** **overview**: 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 #46  **Class overview:** 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 none  **Class overview:**  **Assignment/homework**:  **Assessment**:  **Technology**: |
| **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.*** | | | | |

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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** NWEA  **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** NWEA  **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  Warm up skills sheet  **Class** **overview** Readpages 72-80 Auggieworksheet  Practice vocab with quizlet  **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** section one post test review 15 minutes  Take test  **Assignment/homework**:  Choose 5 vocab words and make a sentence of your own with them  **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** pretest section two  Via worksheet  Read pgs 80-95  **Assignment/homework**:  Choose 5 vocab words and make a sentence of your own with them  **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. | | | | |