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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 12/12/16 |
| **Unit Vocabulary: Various Literary Terms (34)** |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **ELACC8RI8:** Delineate ad evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**:**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **ELACC8RI8:** Delineate ad evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**:**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **ELACC8RI8:** Delineate ad evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**:**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **ELACC8RI8:** Delineate ad evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**:**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **ELACC8RI8:** Delineate ad evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  |
| **Objectives:** I can: understand h**ow** historical and political events impact my life now. | **Objectives:** I can: understand h**ow** historical and political events impact my life now. | **Objectives:** I can: integrate newly acquired knowledge into an organized, structured, student-led group discussion. | **Objectives:** I can: understand h**ow** historical and political events impact my life now. | **Objectives:** I can: understand h**ow** historical and political events impact my life now. |
| **Mini Lesson: S**tudents will work be given a list of items they need to study for midterm exam. Then they can practice those items online in the computer lab. Novel questions due.**Activating Strategies:** Previous lessons**Resource/Materials:** computer | **Mini Lesson: S**tudents will work respond to prompts about MLK speech “I Have A Dream”. Assignment to be turned in on Monday. Students will continue reading “Black Like Me” to page 156. **Activating Strategies:** Previous lessons**Resource/Materials:** Questions, novel text. | **Mini Lesson:** Students will read novel text to page 164. Students will work on and turn in novel questions.**Activating Strategies:** Previous lessons**Resource/Materials:** speech, novel text | **Mini Lesson:** Students will take midterm exam. Students will continue reading “Black Like Me” half of epilogue. **Activating Strategies:** Previous lessons**Resource/Materials:** novel text, midterm | **Mini Lesson:** Students will complete reading from the novel text. Students will work on catching up and any other work that needs to be completed. **Activating Strategies:** Previous lessons**Resource/Materials:** novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* IndividualAss*essment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Group/Ind.*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Observation**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Test*Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  |

Resources and Reflective Notes:
**Novel Study:** The Fog Machine by Susan Follett and Black Like Me by John Howard Griffen plus a novel of the student’s choice on their Lexile enjoyment level about Civil Rights.

**Disclaimer:** Lesson Plans are subject to change!

**Prompts:** In Dr King’s “I Have a Dream” speech, he speaks of hope for a near-future America where people are judged solely on “the contents of their character” rather than physical attributes such as skin color. Precisely what does he mean by this statement? What are the personal characteristics that you take pride in, or aspire to? How will these attributes help you succeed in life? How will you develop them and work to make them stronger and more pronounced? What are some characteristics that you now possess that you would like to phase out as you grow older? Why do you want to let go of them?