|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 2/27/17 | | | |
| **Unit Vocabulary: Various Literary Terms (20)** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **Common Core Standard(s)**:  **ELACC8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **ELACC8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **ELACC8L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | | **Common Core Standard(s)**:  **ELACC8RI2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text  **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**: **ELACC8SL1:** Engage effectively in a range of collaborative with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **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. **ELACC8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | **Common Core Standard(s)**:  **ELACC8SL1:** Engage effectively in a range of collaborative with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **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. **ELACC8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **Objectives:** I can: analyze how different dialects affect a text. | **Objectives:** I can: research how different organizations impact our lives. | | **Objectives:** I can: create a family tree of the Carter family. | **Objectives:** I can: analyze information given in different media. | **Objectives:** I can: understand how to become president of the United States. |
| **Mini Lesson:** Students will analyze and interpret different dialects of the United States. <http://jennifersommer.weebly.com/jenreflecting/writing-in-dialect-in-fiction-a-history-and-study>  http://kids.britannica.com/lm/passport/dialects\_in\_literature.pdf  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will write an essay choosing a topic from the different topics given.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will create a family tree of Carter.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will watch short video about the United States Naval Academy where Jimmy Carter acquired his education. They can use the time to complete missing work for class and continue reading chapter 10 of novel text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will watch a video on how to become president of the United States. Students will complete any missing work.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* group  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Group  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Group  *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:* None  *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:** An Hour Before Daylight by Jimmy Carter plus student choice book.

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

**Research:** Groups will research groups of the time (1930-1940): schools in So. GA, FFA, Navel Academy, Royal Ambassadors, Woodman of the World, Kiwanis, Odd Fellows