|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 147 Week of: 3/27/17 | | | |
| **Unit Vocabulary: Various Literary Terms** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:** Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. **ELACC8SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **ELACC8SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **Common Core Standard(s)**:  **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **ELACC8RL10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. | | **Common Core Standard(s)**:  **VARIOUS** | **Common Core Standard(s)**:  **VARIOUS** | **Common Core Standard(s)**:  **VARIOUS** |
| **Objectives:** I can: complete my work and turn it in on time. | **Objectives:** I can: analyze the authors use of words. | | **Objectives:** I can: be flexible in my work day. | **Objectives:** I can: be flexible in my work day. | **Objectives:** I can: be flexible in my work day. |
| **Mini Lesson: Class** will listen to Chapters 11-13. **Students** will complete any missing work. Interactive notebooks and map work due Tuesday. Class will review Chapters 6-10.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Review for Quiz C. **Definition**: Congenital, ghetto. Keneally says that the ghetto "consecrated the Jews to their own specialness, to a richness of shared scholarship in coffeehouses rich in ideas if not in cream." Research the history of the Jewish religion. What rituals or traditions are still practiced today? How do you think these traditions survived things like the Holocaust? Do you think the ghetto, while a dismal place to live, actually allowed some of the ideas, traditions, and beliefs of the Jews to survive? What evidence can you find to support your decision? Write at least one page detailing your findings, and list your reference sources.  **Class** will listen to Chapters 14-16.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **FIELD TRIP** | **FIELD TRIP** | **FIELD TRIP** |
| **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:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Peer  *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:** Schindler’s List by Thomas Keneally plus student choice book.

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