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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 9/5/16 |
| **Unit Vocabulary:** annulled, grip,predestination, gelding, truck, sacrilegious, excrement |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| LABOR DAY | **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.**ELACC8RI2:** Determine the 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.**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)**:**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.**ELACC8RI2:** Determine the 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.**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)**:**ELACC8RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital texts, video, multimedia) to present a particular topic or idea. **ELACC8SL2:** Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | **Common Core Standard(s)**:**ELACC8RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital texts, video, multimedia) to present a particular topic or idea. **ELACC8SL2:** Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| **LABOR DAY** | **Objectives:** I can: use background knowledge and context to draw inferences from the text. Specifically to support my understanding of the text. | **Objectives:** I can: explain how much I have learned so far on the theme of “ever-changing adolescence. | **Objectives:** I can: effectively demonstrate what I have learned in this text study. | **Objectives:** I can: understand where my sense of self comes from. |
| **LABOR DAY** | **Mini Lesson:** Class will review test on chapters 18-36. Students will read “The Whistle” discuss and annotate in composition books. Students will respond to quote in composition books on how it relates to CST. Students will read through Chapter 36. **Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book, close reader | **Mini Lesson:** Students will take a test on CST. Students will read through chapter 38. **Activating Strategies:** Previous lessons**Resource/Materials:** paper, novel | **Mini Lesson:** Students will work in computer lab on essay and project.**Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book, article | **Mini Lesson:** Students will be reminded of theme of unit. Students will discuss why people their age struggle with who they are? Read “who are you?” to the class. Then let students watch video clip. Students will read through Chapter 40. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel |
| **LABOR DAY** | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* individualAss*essment:* None | **Differentiation:***Content/Process/Product: None**Grouping Strategy:* Individual*Assessment: Test* | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Class *Assessment:* None |
| **LABOR DAY** | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Obervation**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Test*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 |
| **LABOR DAY** | **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:** Cold Sassy Tree plus a novel of the students choice on their lexile level about approaching adolescence and adulthood.

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

**Vocabulary:** Sacrilegious: failure to show proper respect for religion; annulled: ended, done away with; grip: a small bag for holding clothes; predestination: the doctrine that God foreordains everything that happens; gelding: a castrated male horse; truck: exchange or barter; excrement: waste matter from the bowels

**Theme:** ~prejudices and social constraints, the dawning of a modern era, growth and maturity

**Response Passage Alice:** How does the text apply to them? What differences do you notice from text to video clip? Which version has the deeper impact?

**Response passage:** “Southern stories treat concerns of growing up common to all regions: loss of innocence, sexual awakenings, family relationships, social adjustments, schools and teachers, religions and values, emotional development and growing responsibility. They also explore regional concerns that have been specific to the South: a love of storytelling, a preoccupation with family and with manners, the support and suffocation occasioned by a close-knit community, a concern with race relations, social classes, and gender roles, and a passion for a place that is tied up with the past and with rural life.” ~Suzanne Jones, Growing up