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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 12/5/16 | | | |
| **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)**:  **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 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. **ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **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. **ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **Common Core Standard(s)**:  **ELACC8SL1:** Engage effectively in a range of collaborative discussions 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. **ELACC8LS4:** 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)**:  **ELACC8SL1:** Engage effectively in a range of collaborative discussions 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. **ELACC8LS4:** 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)**:  **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 how contemporary media impact my life and choices. | **Objectives:** I can: integrate newly acquired knowledge into an organized, structured, student-led group discussion. | | **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:** Teacher will provide persuasive speeches from movies using rhetoric devices. Class will continue reading “Black Like Me”. Second set of questions will be distributed.  **Activating Strategies:** Previous lessons  **Resource/Materials:** Promethean, novel text | **Mini Lesson:** Students will learn about Socratic seminars. Then they will break into groups to prepare to participate in one. Class will continue reading “Black Like Me”. Students will turn in Stereotyping essays.  **Activating Strategies:** Previous lessons  **Resource/Materials:** promethean board, novel | | **Mini Lesson:** Class will debate and discuss MLK “I have a Dream Speech”. Students will read novel text. Students will turn in novel questions.  **Activating Strategies:** Previous lessons  **Resource/Materials:** speech, novel text | **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”.  **Activating Strategies:** Previous lessons  **Resource/Materials:** Journals, speech | **Mini Lesson:** Students will continue 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:** promethean board |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Whole Group  Ass*essment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Groups  *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?