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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 2/6/17 |
| **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)**:**ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis o what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:** Determine a 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. **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. **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **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.**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.**ELACC8RI8:** Delineate and 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.**ELACC8W7:** Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple answers.**ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Common Core Standard(s)**:**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.**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. | **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.  | **Common Core Standard(s)**:**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.**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. |
| **Objectives:** I can: understand epistolary writing and can demonstrate its use. | **Objectives:** I can: affectively use media to learn new things and create items for others. | **Objectives:** I can: demonstrate what I have learned in this theme.  | **Objectives:** I can: analyze how historical context enhance my experience of a text. | **Objectives:** I can: use language to persuade. |
| **Mini Lesson:** Students will write a letter to Jimmy Carter as a journal or diary of things they were thinking as they read his autobiography. Students to finish chapter 5 and all missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will watch video on entrepreneurship and then create postcards on the peanut. Students will begin reading chapter 6.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will write a compare/contrast essay using the interviews from two adults. Students will read chapter six in the novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will watch a short film on the historic 1930s. They can also work on any missing work for class and continue reading chapter 6 of novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will complete a worksheet on ethos, logos, and pathos. Students to begin chapter 7 of novel text and complete all missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/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:* 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:* 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!

**Vocabulary:**

**Research Topics**: Sumter County; Archery, GA; Cigarettes/Cancer; Plains, GA; History of the Peanut; Song/Art representing Carter