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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 8/29/16 |
| **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** |
| **Common Core Standard(s)**:**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 information is introduced.**ELACC8RI9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**ELACC8W7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**ELACC8W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on other’s ideas and expressing their own clearly. | **Common Core Standard(s)**:**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 information is introduced.**ELACC8RI9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**ELACC8W7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**ELACC8W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on other’s ideas and expressing their own clearly. | **Common Core Standard(s)**:**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.**ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **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)**:**ELACC8WRI2:** Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.**ELACC8W1:** Write arguments to support claims with clear reasons and relevant evidence.**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. |
| **Objectives:** I can: use figurative language and add depth to writing. | **Objectives:** I can: recognize the theme in a text. | **Objectives:** I can: use figurative language and add depth to writing. | **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: effectively demonstrate what I have learned in this text study. |
| **Mini Lesson:** Students will character analysis paper in google classroom and turn it in. Students will read CST when finished.**Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book | **Mini Lesson:** Students will complete handout on main idea. Class will take notes and discuss theme and the themes of CST. Students will complete new vocabulary words. Students will read through Chapter 28 in novel. **Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book | **Mini Lesson:** Students will make any necessary changes to their important story. Class will read “The Jacket” and discuss the figurative language used. Students will read through chapter 30. **Activating Strategies:** Previous lessons**Resource/Materials:** paper, novel, handouts | **Mini Lesson:** Students will complete main idea handout. 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 32. Distribute CST scavenger hunt items for presentation due 9/15/16.**Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book, article | **Mini Lesson:** Students respond to prompt and cite textual evidence from articles read. Students will read through Chapters 34 and catch up on missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual *Assessment:* Character Analysis | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* individual/GroupAss*essment:* None | **Differentiation:***Content/Process/Product: Response**Grouping Strategy:* Individual*Assessment: None* | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Group/Individual *Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Observation**Summative:* None*Performance Based****:*** Character Analysis | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Obervation**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:** 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:** "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 in the South*

**Friday Response:** Students will collect information/materials and support from three texts (for example: excerpt from the *Hunger Games*, “The Whistler” and “Flying”). They will then analyze and explain the thematic link of “ever-changing adolescent identities” as it has been presented in the literature read and discussed in the unit. How do the societal expectations vary between the three chosen texts and why/how do you believe the societal expectations have changed? Students must support all claims with evidence from each of the three texts chosen.