

D A Y  I N  U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a> <a href="#">Strategies</a> <a href="#">More Ideas</a>	Differentiation T-Task <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a>	Technology <a href="#">50 Ideas</a>
1  11/02	SL.8.6 & RL.8.4 I CAN work with others in my class to understand the new vocabulary I am given. I CAN define: <b>EMPATHY</b>	Vocabulary Notebook	Clear Modeled Expectations Learning with Others	Before Reading	<b>F –Formative</b>	<b>S-Special Needs</b> <b>Power points given</b> <b>G-Gifted/Accel.</b> Ability Grouping	
2  11/03	SL.8.2 & SL.8.3 I CAN analyze the <b>Documentary: Paper Clips</b> to better understand the Holocaust and its power and destruction.	Framework Notes Discussion Questioning	Clear Modeled Expectations Learning with Others Personal Response Authenticity	Before Reading	<b>F –Formative</b>		Watching a Filmed Documentary
3  11/04	8.SL.2 & 8.SL.4 I CAN analyze the <b>Documentary: Paper Clips</b> to better understand the Holocaust and its power and destruction.	Framework Notes Discussion Questioning	Clear Modeled Expectations Learning with Others Personal Response Authenticity	Before Reading	<b>F –Formative</b>		Watching a Filmed Documentary
4  11/07	SL.8.5 & 8.SL.4 I CAN analyze the <b>Documentary: Paper Clips</b>	Framework Notes Discussion Questioning	Clear Modeled Expectations Learning with Others Personal Response	Before Reading	<b>F –Formative</b>		Watching a Filmed Documentary

	to better understand the Holocaust and its power and destruction.		Authenticity				
5 11/09	SL.8.2 & RL.8.4 I CAN work with ours in my class to understand the new vocabulary I am given. I CAN define: <b>scenery set set production/design</b>	Vocabulary Notebook	Clear Modeled Expectations Choice	Before Reading	F –Formative F –Formative		
6 11/10	8.W.3 I CAN write a four paragraph Personal Response about my experience watching the <b>Documentary: Paper Clips.</b>	Framework Notes Four Paragraph Essay	Clear Modeled Expectations Choice Sense of Audience Novelty and Variety Personal Response	Before Reading	S-Summative	S-Special Needs Modified G-Gifted/Accel.	Watching a Filmed Documentary
7 11/11	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.	Vocabulary Notebook	Clear Modeled Expectations		F –Formative		
8 11/14	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <b>The Diary of Anne Frank : ACT I.</b>	Framework Notes Vocabulary Notebook	Clear Modeled Expectations Learning with Others Sense of Audience Novelty and Variety Personal Response Choice	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
9 11/15	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a	Framework Notes Vocabulary Notebook	Clear Modeled Expectations Learning with Others	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Leaders=Lead Roles	

	dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u>		Sense of Audience Novelty and Variety Personal Response Choice				
10 11/16	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u>	Framework Notes Vocabulary Notebook	Clear Modeled Expectations Learning with Others Sense of Audience Novelty and Variety Personal Response Choice	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Leaders=Lead Roles	
11 11/17	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Leaders=Lead Roles	
12 11/18	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	

13 11/21	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	
14 11/22	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT I.</u> I CAN understand through empathy, a character in the play, so that I can answer a personal response quiz.	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative S-Summative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	Using famous Visual Art to represent my EMPATHETIC Character.
15 11/28	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT II.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	
16	8.RL.7 & 8.RL.6 I CAN work with others in	Framework Notes Vocabulary	Authenticity Novelty and Variety	During Reading	F –Formative	S-Special Needs Modified	

11/30	my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT II.</u>	Notebook	Sense of Audience Emotional/Intellectual Safety Personal Response			G-Gifted/Accel. Leaders=Lead Roles	
17 12/1	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT II.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	
18 12/2	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of Anne Frank: ACT II.</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	
19 12/5	8.RL.7 & 8.RL.6 I CAN work with others in my class to create a dramatic representation of the script I am given. I CAN analyze the entire script through Reader's Theatre using <u>The Diary of</u>	Framework Notes Vocabulary Notebook	Authenticity Novelty and Variety Sense of Audience Emotional/Intellectual Safety Personal Response	During Reading	F –Formative	S-Special Needs Modified G-Gifted/Accel. Leaders=Lead Roles	

	<b><u>Anne Frank: ACT II.</u></b>						
20	EXAM - Multiple Choice and Extended Response				S-Summative		
12/6							