

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1 12/07	8.RL.3 & 8.RL.4 I CAN demonstrate an understanding of the cultural and historical aspects of <u>A CHRISTMAS CAROL.</u>	Vocabulary Notebook Performance Evaluation Rubric	Clear Modeled Expectations (Rubric Discussion) Learning with Others (Read Through of the Production)	Before Reading	F –Formative Rubric/Discussion	G-Gifted/Accel. Given Leadership Roles in the Production as the Collaborative Leadership Team	USING TECHNOLOGY DRIVEN SOUND EFFECTS
2 12/08	SL.8.2 & SL.8.3 & 8.RL.1 I CAN demonstrate an understanding of the development of my theatrical production of <u>A CHRISTMAS CAROL.</u> I CAN work creatively and collaboratively on my performance of <u>A CHRISTMAS CAROL.</u>	Rubric Highlighter Activity Discussion Questioning Vocabulary Notebook	Clear Modeled Expectations (Rubric Highlighter Activity) Learning with Others (Rubric Highlighter Activity) Personal Response(Rubric Highlighter Activity) Authenticity (Casting the Production based on Theatrical Strengths)	Before Reading	F –Formative Higlighting/Rubric/ Discussion	G-Gifted/Accel. Given Leadership Roles in the Production as the Collaborative Leadership Team	USING TECHNOLOGY DRIVEN SOUND EFFECTS
3 12/09	8.RL.1, 8.SL.2 & 8.SL.4 I CAN demonstrate an understanding of the development of my theatrical production of <u>A CHRISTMAS CAROL.</u> I CAN work creatively and collaboratively on my performance of <u>A</u>	Discussion Questioning Rubric Analysis Vocabulary Notebook	Clear Modeled Expectations (Rubric Highlighter Activity) Learning with Others(Casting the Production based on Theatrical Strengths) Personal Response(Casting the Production based on Theatrical Strengths)	Before Reading During Reading	F –Formative Higlighting/Rubric/ Discussion	G-Gifted/Accel. Given Leadership Roles in the Production as the Collaborative Leadership Team	USING TECHNOLOGY DRIVEN SOUND EFFECTS

	<u>CHRISTMAS CAROL.</u>		Authenticity(Casting the Production based on Theatrical Strengths)				
4 12/12	SL.8.5, 8.SL.4, & 8.RL.4 I CAN demonstrate an understanding of the development of my theatrical production of <u>A CHRISTMAS CAROL.</u> I CAN work creatively and collaboratively on my performance of <u>A CHRISTMAS CAROL.</u>	Discussion Questioning Rubric Analysis Vocabulary Notebook	Clear Modeled Expectations (Rubric Highlighter Activity) Learning with Others(Casting the Production based on Theatrical Strengths) Personal Response(Casting the Production based on Theatrical Strengths) Authenticity(Casting the Production based on Theatrical Strengths)	Before & DURING Reading	F –Formative Higlighting/Rubric/ Discussion	G-Gifted/Accel. Given Leadership Roles in the Production as the Collaborative Leadership Team	USING TECHNOLOGY DRIVEN SOUND EFFECTS
5 12/13	SL.8.2, 8.RL.4, & 8.SL.4 I CAN demonstrate an understanding of the development of my theatrical production of <u>A CHRISTMAS CAROL.</u> I CAN work creatively and collaboratively on my performance of <u>A CHRISTMAS CAROL.</u>	Discussion Questioning Rubric Analysis Vocabulary Notebook	Clear Modeled Expectations (Rubric Highlighter Activity) Learning with Others(Casting the Production based on Theatrical Strengths) Personal Response(Casting the Production based on Theatrical Strengths) Authenticity(Casting the Production based on Theatrical Strengths)	DURING Reading	F –Formative Higlighting/Rubric/ Discussion	G-Gifted/Accel. Given Leadership Roles in the Production as the Collaborative Leadership Team	USING TECHNOLOGY DRIVEN SOUND EFFECTS
6	8.RL.5, 8.RL.6, 8.RL.9, & 8.SL.4	Discussion Questioning	Clear Modeled Expectations (Rubric	After Reading	S- SUMMATIVE RUBRIC/Highlighting	G-Gifted/Accel. Given Leadership	USING TECHNOLOGY

12/14	<p>I CAN construct a real-life meaning from <u>A CHRISTMAS CAROL</u>.</p> <p>I CAN relate the situations in <u>A CHRISTMAS CAROL</u> to events of today.</p>	<p>Rubric Analysis Vocabulary Notebook</p>	<p>Highlighter Activity) Learning with Others(Acting the Production based on Theatrical Strengths) Personal Response(Acting the Production based on Theatrical Strengths) Authenticity(Acting in the Production based on Theatrical Strengths)</p>			<p>Roles in the Production as the Collaborative Leadership Team</p>	<p>DRIVEN SOUND EFFECTS</p>
7 12/15	<p>8.RL.5, 8.RL.6, 8.RL.9 I CAN relate the situations in <u>A CHRISTMAS CAROL</u> to events of today.</p> <p>I CAN compare and contrast my performance to a professionally done movie of <u>A CHRISTMAS CAROL</u>.</p>	<p>Vocabulary Notebook Venn Diagram Highlighter Activity</p>	<p>Clear Modeled Expectations(COMPARISON/CONTRAST ACTIVITY OVER STUDENT GENERATED PERFORMANCE AND PROFESSIONAL PERFORMANCE OF <u>A CHRISTMAS CAROL</u>) Sense of Audience(COMPARISON /CONTRAST ACTIVITY OVER STUDENT GENERATED PERFORMANCE AND PROFESSIONAL PERFORMANCE OF <u>A CHRISTMAS CAROL</u>) Novelty and Variety(COMPARISON/ CONTRAST ACTIVITY OVER STUDENT GENERATED PERFORMANCE AND PROFESSIONAL PERFORMANCE OF <u>A</u></p>	<p>AFTER READING While Watching</p>	<p>S- SUMMATIVE Venn Diagram Comparison/Contrast Highlighter Activity</p>	<p>S-Special Needs Modified Work of length and complexity</p>	<p>USING TECHNOLOGY DRIVEN SOUND EFFECTS/ WATCHING A PROFESSION ALLY PERFORMED PRODUCTION OF <u>A CHRISTMAS CAROL</u></p>

			<u>CHRISTMAS CAROL</u> Personal Response (COMPARISON/ CONTRAST ACTIVITY OVER STUDENT GENERATED PERFORMANCE AND PROFESSIONAL PERFORMANCE OF <u>A CHRISTMAS CAROL</u>)				
8 12/16	8.RL.5, 8.RL.6 I CAN relate the situations in <u>A CHRISTMAS CAROL</u> to events of today. I CAN compare and contrast my performance to a professionally done movie of <u>A CHRISTMAS CAROL</u> .	Vocabulary Notebook Venn Diagram Highlighter Activity	Clear Modeled Expectations Learning with Others Sense of Audience Novelty and Variety Personal Response: (COMPARISON/ CONTRAST ACTIVITY OVER STUDENT GENERATED PERFORMANCE AND PROFESSIONAL PERFORMANCE OF <u>A CHRISTMAS CAROL</u>)	AFTER READING While Watching	S- SUMMATIVE Venn Diagram Comparison/Contrast Highlighter Activity	S-Special Needs Modified Work of length and complexity	WATCHING A PROFESSION ALLY PERFORMED PRODUCTION OF <u>A CHRISTMAS CAROL</u>