

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 1/4	8.RIT.3 I CAN demonstrate an understanding of how to properly use an iPad. I CAN understand how to use my teacher's website to access all the unit's lessons and resources.	Vocabulary Notebook Performance Evaluation Rubric	Clear Modeled Expectations (Rubric Discussion) Learning with Others (Read Through the Website)	Before Reading	F –Formative Rubric/Discussion/ Website	S-Special Needs Given a copy of the information on the website if needed.	iPad iNotes Teacher Website
2 1/5	8.RIT.1 & 8.RIT.3 I CAN demonstrate an understanding of the articles we read. I CAN make good annotations to defend my position in the argument.	Annotation Discussion Questioning Vocabulary Notebook	Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Articles) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)	During Reading	F –Formative Rubric/Discussion/ Website/Annotations	S-Special Needs Given a copy of the information on the website if needed.	iPad iNotes Teacher Website

3 1/6	8.RL.2 I CAN read silently for comprehension.		Personal Response(Reading a Book of choice) Emotional/Intellectual Safety (Reading a Book of choice)	During Reading	F –Formative	S-Special Needs	
4 1/9	8.RIT.8 & 8.RIT.9 I CAN read and discuss feature articles with my class. I CAN summarize what I have read in discussions with my class. I CAN annotate feature articles to find credible sources to back up my argument.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation	Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Articles) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)	DURING Reading	F –Formative Rubric/Discussion/ Website/Annotations	S-Special Needs Given a copy of the information on the website if needed.	iPad iNotes Teacher Website
5 1/10	8.RIT.3, 8.RIT.9 & 8.RIT.8 I CAN read and discuss feature articles with my class. I CAN summarize what I have read in discussions with my class.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation	Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Articles) Personal Response(Annotation & Summary) Authenticity (Preparing	DURING Reading	F –Formative Rubric/Discussion/ Website/Annotations	S-Special Needs Given a copy of the information on the website if needed.	iPad iNotes Teacher Website

	I CAN annotate feature articles to find credible sources to back up my argument and link up with other articles.		to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)				
6 1/11	8.RIT.4, 8.RIT.5, & 8.RIT.7 I CAN understand the differences between feature articles, editorial cartoons, and pieces of art. I CAN discuss the information I learn from feature articles, editorial cartoons, and pieces of art. I CAN annotate to support my argument on the topic of Darfur.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation	Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Articles) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)	During Reading	F –Formative Rubric/Discussion/ Website/Annotations	S-Special Needs Given a copy of the information on the website if needed/Extended Time/Discussion/Peer Help	iPad iNotes Teacher Website
7 1/12	8.RIT.4 I CAN read and discuss feature articles with my class making note of new	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation	Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Articles)	DURING READING	F –Formative Rubric/Discussion/ Website/Annotations	S-Special Needs Given a copy of the information on the website if needed.	iPad iNotes Teacher

	<p>words and their meanings.</p> <p>I CAN summarize what I have read in discussions with my class.</p> <p>I CAN annotate feature articles to find credible sources to back up my argument and link up with other articles.</p>		<p>Personal Response(Annotation & Summary)</p> <p>Authenticity (Preparing to Argue a point/Using Technology to prep argument)</p> <p>Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>				Website
8 1/13	<p>8.RIT.4 & 8.W.4</p> <p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the "Color Block Highlighter Outline" strategy to prepare a viable outline of my essay.</p>	<p>Discussion</p> <p>Questioning</p> <p>Rubric Analysis</p> <p>Vocabulary</p> <p>Notebook</p> <p>Annotation</p> <p>Color Block</p> <p>Highlighter Outline</p>	<p>Clear Modeled Expectations (Teacher Website)</p> <p>Learning with Others (Discussion over Articles)</p> <p>Personal Response(Annotation & Summary)</p> <p>Authenticity (Preparing to Argue a point/Using Technology to prep argument)</p> <p>Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>	AFTER READING While Outlining	F –Formative Rubric/Discussion/ Website/Annotations/ Outline	S-Special Needs Assignment modified if necessary – shortened.	<p>iPad</p> <p>iNotes</p> <p>Teacher Website</p>
9 1/17	<p>8.W.1 & 8.W.4</p> <p>I CAN look at my</p>	<p>Discussion</p> <p>Questioning</p> <p>Rubric Analysis</p> <p>Vocabulary</p>	<p>Clear Modeled Expectations (Teacher Website)</p> <p>Learning with Others</p>	AFTER READING While Outlining	F –Formative Rubric/Discussion/ Website/Annotations/ Outline	S-Special Needs Assignment modified if necessary – shortened.	<p>iPad</p> <p>iNotes</p>

	<p>annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the "Color Block Highlighter Outline" strategy to prepare a viable outline of my essay.</p>	<p>Notebook Annotation Color Block Highlighter Outline</p>	<p>(Discussion over Articles) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>				<p>Teacher Website</p>
10 1/18	<p>8.W.1 & 8.W.4</p> <p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the "Color Block Highlighter Outline" strategy to prepare a viable outline of my essay.</p>	<p>Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline</p>	<p>Clear Modeled Expectations (Teacher Website) Learning with Others (EDITING Discussion) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>	<p>AFTER READING Begin Drafting</p>	<p>F –Formative Rubric/Discussion/ Website/Annotations/ Outline</p>	<p>S-Special Needs Assignment modified if necessary – shortened.</p>	<p>iPad iNotes Teacher Website</p>
11	<p>8.W.4 & 8.W.9</p>	<p>Discussion Questioning Rubric Analysis</p>	<p>Clear Modeled Expectations (Teacher Website)</p>	<p>AFTER READING While Drafting</p>	<p>F –Formative Rubric/Discussion/ Website/Annotations/</p>	<p>S-Special Needs Assignment modified if necessary –</p>	<p>iPad iNotes</p>

1/19	<p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the "Color Block Highlighter Outline" strategy to prepare a rough draft of my essay.</p>	Vocabulary Notebook Annotation Color Block Highlighter Outline	<p>Learning with Others (EDITING Discussion) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>		DRAFTING	shortened.	Teacher Website
12 1/20	<p>8.W.4 & 8.W.9</p> <p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the "Color Block Highlighter Outline" strategy to prepare a rough draft of my essay.</p>	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline	<p>Clear Modeled Expectations (Teacher Website) Learning with Others (EDITING Discussion) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>	AFTER READING While Editing	F –Formative Rubric/Discussion/ Website/Annotations/ DRAFTING/EDITING	S-Special Needs Assignment modified if necessary – shortened.	iPad iNotes Teacher Website
13	<p>8.W.1 & 8.W.10</p>	Discussion Questioning Rubric Analysis	<p>Clear Modeled Expectations (Teacher Website)</p>	AFTER READING While Re- Drafting	F –Formative Rubric/Discussion/ Website/Annotations/	S-Special Needs Assignment modified if necessary –	iPad iNotes

1/23	<p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my essay.</p> <p>I CAN use the “Color Block Highlighter Outline” strategy to edit and re-draft my essay.</p>	<p>Vocabulary Notebook Annotation Color Block Highlighter Outline</p>	<p>Learning with Others (EDITING Discussion) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>		<p>DRAFTING/EDITING</p>	<p>shortened.</p>	<p>Teacher Website</p>
<p>14</p> <p>1/24</p>	<p>8.W.1 & 8.W.10</p> <p>8.W.1 & 8.W.10</p> <p>I CAN look at my annotations to find credible sources to back up my argument, making note of new words to support my final draft of my argumentation essay.</p> <p>I CAN use the “Color Block Highlighter Outline” strategy to write the final draft of my essay.</p>	<p>Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline</p>	<p>Clear Modeled Expectations (Teacher Website) Learning with Others (EDITING Discussions) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument) Emotional/Intellectual Safety (Students may take any stance on Darfur they choose as long as they use credible sources to support their argument)</p>	<p>AFTER READING Finalizing Writing</p>	<p>F –Formative Rubric/Discussion/ Website/Annotations/ DRAFTING/EDITING/ FINAL DRAFTING</p>	<p>S-Special Needs Assignment modified if necessary – shortened.</p>	<p>iPad</p> <p>iNotes</p> <p>Teacher Website</p>
15	<p>8.RL.2 I CAN read silently for</p>		<p>Personal Response(Reading a Book of choice)</p>		<p>F –Formative</p>		<p>iPad</p> <p>iNotes</p>

1/25	comprehension.		Emotional/Intellectual Safety (Reading a Book of choice)				Teacher Website
16 1/26	8.RL.5 & 8.RIT.6 I CAN critique and score my final essay with the given rubric. I CAN learn how to score my essay with the new standards rubric. I CAN type my essay to the class BLOG.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline	Clear Modeled Expectations (Teacher Website) Learning with Others (Commenting on their Blogged Essays) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument)	AFTER READING Self-Assessment	S-Summative Discussion/BLOGGING/ ANALYZING FINAL DRAFTS/SCORING FINAL DRAFTS	S-Special Needs Assignment modified - if necessary – extended time .	iPad iNotes Teacher Website
17 1/27	8.RL.5 & 8.RIT.6 I CAN critique and score my peers final essay with the given rubric on the class BLOG. I CAN learn how to score my peer's essay with the new standards rubric on the class BLOG.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline	Clear Modeled Expectations (Teacher Website) Learning with Others (Commenting on their Blogged Essays) Personal Response(Annotation & Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument)	AFTER READING Self-Assessment	S-Summative Discussion/BLOGGING/ ANALYZING FINAL DRAFTS/SCORING FINAL DRAFTS	S-Special Needs Assignment modified if necessary - extended time.	MacBook iNotes Teacher Website
18 1/30	8.RL.5 & 8.RIT.6 I CAN critique and score my peers final essay with the given rubric on the class BLOG.	Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline	Clear Modeled Expectations (Teacher Website) Learning with Others (Commenting on their Blogged Essays) Personal Response(Annotation &	AFTER READING Peer-Assessment	S-Summative Discussion/BLOGGING/ ANALYZING FINAL DRAFTS/SCORING FINAL DRAFTS	S-Special Needs Assignment modified if necessary – extended time.	MacBook iNotes Teacher Website

	I CAN learn how to score my peer's essay with the new standards rubric on the class BLOG.		Summary) Authenticity (Preparing to Argue a point/Using Technology to prep argument)				
19 1/31	8.RL.2 I CAN read silently for comprehension.		Personal Response(Reading a Book of choice) Emotional/Intellectual Safety (Reading a Book of choice)		F –Formative		