

Berea MS Lesson Plan 2025 - 2026 Week (Specific Dates): 5/11-5/15 Teacher: Shepherd Grade/Subject: 8th Grade SC/US History



<b>Unit Title:</b>	Unit 10	
<b>Unit Vocabulary:</b>		
<b>Upcoming Common Assessments (MasteryConnect) :</b>	Summative: Formatives:	

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b> <small>(Opening, may include "Scholar Starter")</small>	<b>Learning Experience</b> <small>(Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</small>	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b> <small>(Closing)</small>	<b>WICOR, AVID and/or ELlevation Strategies</b> <small>(aligned with learning objective)</small>
<b>M O N D A Y</b>	<p><b>Standard</b> <small>(write out):</small> 8.5 CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.</p> <p><b>Learning Objective</b> <small>Skill (what), Content (why), Product (how):</small> I can summarize the MLK's I Have a Dream Speech.</p>	Review of Previous Lessons	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">Read Martin Luther King Jr.'s 'I Have a Dream' speech in its entirety</a> Guided Notes</p> <p><b>Content/Academic Vocabulary:</b> -Martin Luther King Jr.</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire</p>	Formative: Guided notes	Exit Ticket	<p><b>Reading</b> Primary source</p> <p><b>Writing</b> Guided notes</p> <p><b>Inquiry</b> I Have a Dream Speech</p> <p><b>Organization</b> Guided notes</p> <p><b>Collaboration</b> Students work in groups</p>

	<p>I will do this by taking guided notes.</p> <p>I will know I have learned this when I create a three-sentence summary.</p>		<p>graphic organizer.          -pair struggling students with higher level students          -preferential seating          -frequent redirects</p> <p><b>Opportunities to SWRL:</b>  <b>Reading</b>          Primary source  <b>Writing</b>          Guided notes  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b>Berea MS Sentence Stems and frames:</b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T U E S D A Y</p>	<p><b>Standard</b> (write out):          8.5.CC: Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.</p> <p><b>Learning Objective</b>          Skill (what), Content (why), Product (how):          I can highlight the commonalities in how court rulings and various forms of civic engagement have shaped South Carolina’s identity over time.</p>	<p>Review</p>	<p><b>Standards Based Materials &amp; Resources:</b>  <a href="#">U10 Desegregation of Clemson Newspaper Article</a>  <a href="#">Word Web Description - 1st African American Man to attend Clemson-Ellevation.pdf</a>  <b>Content/Academic Vocabulary:</b>          -Harvey Gantt</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b>          -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis          -Sentence stems, visuals, word banks          -Have groups read shorter passages if struggling          -Ask gifted students to complete the entire graphic organizer.          -pair struggling students with higher level students          -preferential seating          -frequent redirects</p> <p><b>Opportunities to SWRL:</b>  <b>Reading</b>          Secondary source</p>	<p>Formative:          Word Web</p>		<p><b>Reading</b>          Secondary source  <b>Writing</b>          Word Web  <b>Inquiry</b>          Harvey Gantt  <b>Organization</b>          Word Web  <b>Collaboration</b>          Students work in groups</p>

	<p>I will do this by completing a Word Web.</p> <p>I will know I am successful when I can summarize Harvey Gantt's enrollment in Clemson University.</p>		<p><b>Writing</b> Word Web <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">W E D N E S D A Y</p>	<p><b>Standard</b> (write out): 8.5.CC: Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can highlight the commonalities in how court rulings and various forms of civic engagement have shaped South Carolina's identity over time.</p> <p>I will do this by completing a Word Web.</p> <p>I will know I am successful when I can summarize the enrollment of the</p>	<p>Plickers</p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">U10 Desegregation USC Word Web Description - USC.pdf</a> <b>Content/Academic Vocabulary:</b> -Desegregation</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Secondary source <b>Writing</b> Word Web <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>	<p>Formative: Word Web</p>	<p>Exit Ticket</p>	<p><b>Reading</b> Secondary source <b>Writing</b> Word Web <b>Inquiry</b> USC African American enrollees <b>Organization</b> Word Web <b>Collaboration</b> Students work in groups</p>

	first three African Americans at the University of South Carolina.					
<b>T H U R S D A Y</b>	<p><b>Standard</b> (write out): 8.5 CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can summarize the actions of the Greenville 8.</p> <p>I will do this by taking guided notes.</p> <p>I will know I have learned this when I create a three-sentence summary.</p>	Field Day	<p><b>Standards Based Materials &amp; Resources:</b> Field Day</p> <p><b>Content/Academic Vocabulary:</b> -</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Secondary source <b>Writing</b> Guided notes <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>	Formative:		<p><b>Reading</b> Secondary source <b>Writing</b> Guided notes <b>Inquiry</b> Greenville 8 <b>Organization</b> Guided notes <b>Collaboration</b> Students work in groups</p>
<b>F R I</b>	<p><b>Standard</b> (write out): 8.5 CX Analyze the correlation between the Modern Civil</p>	Plickers	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">Orangeburg Massacre Article</a> Timeline creation <b>Content/Academic Vocabulary:</b></p>	Formative: Timeline	Exit Ticket	<p><b>Reading</b> Secondary source <b>Writing</b> Timeline <b>Inquiry</b></p>

<p><b>D</b> <b>A</b> <b>Y</b></p>	<p>Rights Movement in South Carolina and the U.S.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can identify the impact of student activism in South Carolina on the broader civil rights movement, highlighting key events and figures.</p> <p>I will do this by completing a timeline</p> <p>I will know I have learned this when I create a timeline of the various events.</p>		<p>-Orangeburg Massacre</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Secondary source <b>Writing</b> Timeline <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			<p>Orangeburg Massacre <b>Organization</b> Timeline <b>Collaboration</b> Students work in groups</p>
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