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Week #1: Aug. 10–14 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON 8/10	8/10 Teacher Workday	Opening Strategy: N/A - no class. Core Lesson Activities: 8/10 Teacher Workday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE 8/11	8/11 Unit 1 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 8/11 Unit 1 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.

			• Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.		
WED 8/12	Learning Objective: Student will be able to analyze how setting contributes to the meaning of the text. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Brave Little Toaster): Get Ready, pp. 4-6 Social & Emotional Learning: Self-Management, p. 4 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU 8/13	Learning Objective: Student will be able to analyze character development. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Brave Little Toaster): Read, paragraphs 1-20, pp. 7-9 Notice & Note Signpost: Again and Again SE/TE p. 8 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI 8/14	Learning Objective: Student will be able to analyze plot structure and conflict. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Brave Little Toaster): Read, paragraphs 21-34, pp. 9-11 Notice & Note Signpost: Aha Moment SE/TE p. 10 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #2: Aug. 17–21 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze dialogue and descriptive details. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Brave Little Toaster): Respond, pp. 12-13 Social & Emotional Learning: Self-Management, p. 13 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to summarize grade-level text. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Brave Little Toaster): Respond, pp. 14-15 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 1: Unit 1 - Text Quiz: The Brave Little Toaster

			frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze central ideas. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Are Bionic Superhumans on the Horizon?): Get Ready, pp. 16-18 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze supporting details. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Are Bionic Superhumans on the Horizon?): Read "Are Bionic Superhumans on the Horizon?," pp. 19-23 Notice & Note Signpost: Word Gaps, SE/TE p. 20 Text in Focus, p. 20 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how text structure supports purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Are Bionic Superhumans on the Horizon?): Respond, pp. 24-25 Social & Emotional Learning: Social Awareness, p. 25 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #3: Aug. 24–28 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to begin informative writing using information from a text. Standard: ELA.8.C.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Are Bionic Superhumans on the Horizon?): Respond, pp. 26-27 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 2: Unit 1 - Text Quiz: Are Bionic Superhumans on the Horizon
TUE	Learning Objective: Student will be able to interpret figurative language. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Interflora): Get Ready, pp. 28-30 Read, pp. 31-33 Social & Emotional Learning: Responsible Decision-Making, p. 28	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze how figurative language functions in a text. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Interflora): Respond, p. 34 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to support language analysis with text evidence. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Interflora): Respond, p. 35 Social & Emotional Learning: Relationship Skills, p. 35 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 3: Unit 1 - Text Quiz: Interflora

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze author's perspective. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Get Ready, pp. 36-39 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #4: Aug. 31–Sept. 4 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze author's purpose and rhetoric. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Read "The Automation Paradox," paragraphs 1-7, pp. 40-42 Focus on the Mentor Text, p. 40 Cross-Curricular Connection, p. 40 Close Read Screencast, p. 42 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to trace the development of an argument. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Read "The Automation Paradox," paragraphs 8-11, pp. 43-45 Notice & Note Signpost: Numbers and Stats SE/TE p. 43	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze rhetorical appeals. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Respond, pp. 46-47 Social & Emotional Learning: Responsible Decision-Making, p. 47 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use vocabulary strategies to clarify meaning. Standard: ELA.8.AOR.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Respond, pp. 48-49 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 5: Unit 1 - Vocabulary Assignment: Unit 1 Vocabulary

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to participate in structured discussion using evidence. Standard: ELA.8.C.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Automation Paradox): Respond, pp. 48-49 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #5: Sept. 7–11 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	9/7 Labor Day Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 9/7 Labor Day Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze central ideas across informational text. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Heads Up, Humans): Get Ready, pp. 50-52 • Project Work Time: Students will begin or continue the Gadgets and Glitches Project, using class time to plan, gather	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		information, and prepare for submission next week. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze author's purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Heads Up, Humans): Read "Heads Up, Humans," pp. 53-57 Focus on the Mentor Text, p. 53 Notice & Note Signpost: Numbers and Stats SE/TE, p. 54 Connect to the Essential Question, p. 56 • Project Work Time: Students will begin or continue the Gadgets and Glitches Project, using class time to plan, gather information, and prepare for submission next week. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to trace argument development. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Heads Up, Humans): Respond, pp. 58-59 Social & Emotional Learning: Responsible Decision-Making, p. 59 • Project Work Time: Students will begin or continue the Gadgets and Glitches Project, using class time to plan, gather information, and prepare for submission next week.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 6: Unit 1 - Grammar Assignment: Unit 1 Grammar Skill

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to use roots and affixes to determine meaning. Standard: ELA.8.AOR.9.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Heads Up, Humans): Respond, pp. 60-61 • Project Work Time: Students will begin or continue the Gadgets and Glitches Project, using class time to plan, gather information, and prepare for submission next week. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 4: Unit 1 - Comparing Text Quiz: The Automation Paradox / Heads Up, Humans

Week #6: Sept. 14–18 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 1: Gadgets and Glitches		
Unit Vocabulary:			Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict, descriptive details, dialogue), Sources, Tone, Transitions		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to generate and refine research questions. Standard: ELA.8.R.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Heads Up, Humans): Compare Arguments, pp. 62-63 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 3: Unit 1 - Creative Assignment / Project: Gadgets and Glitches Project
TUE	Learning Objective: Student will be able to introduce an argument claim. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 1 End-of-Unit Task): Write an Argument-Plan Your Argument, pp. 66-69 Social & Emotional Learning: Relationship Skills, p. 66 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 7: Unit 1 - Writing Skill Check: Argument Writing Skills

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to support claims with logical reasoning and evidence. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 1 End-of-Unit Task): Develop a Draft-Revise Your Argument, pp. 70-73 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 2: Unit 1 - Unit Writing Assignment: Argument Essay
THU	Learning Objective: Student will be able to review key Unit 1 standards and skills before the Unit 1 Test. Standard: Review of unit standards	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 1 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment. Summarizing Activity: Students will complete a quick confidence check and identify one skill to review before the test.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 8: Unit 1 - Review / Standards Check: Unit 1 Text Set Note: This is the required Unit 1 Test Review Day before the Unit Test.

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Unit/1 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit/1 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 1: Unit 1 - Unit Test / Post-Assessment

Week #7: Sept. 21–25 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Unit/2 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit/2 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.
TUE	Learning Objective: Student will be able to analyze central ideas. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (What Is the Horror Genre?): Get Ready, pp. 82-84 Social & Emotional Learning: Self-Awareness, p. 82 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze supporting details. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (What Is the Horror Genre?): Read "What Is the Horror Genre?," pp. 85-89 Text in Focus, p. 85 Close Read Screencast: Modeled Discussion, p. 85 Notice & Note Signpost: Quoted Words SE/TE, p. 86 Focus on the Mentor Text, p. 87 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use commas and dashes correctly. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (What Is the Horror Genre?): Respond, pp. 90-91 Social & Emotional Learning: Responsible Decision-Making, p. 91 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to use parallel structure. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (What Is the Horror Genre?): Respond, pp. 92-93 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 1: Unit 2 - Text Quiz: What is the Horror Genre

Week #8: Sept. 28–Oct. 2 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how point of view creates suspense. Standard: ELA.8.AOR.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Tell-Tale Heart): Get Ready, pp. 94-96 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze dramatic irony. Standard: ELA.8.AOR.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Tell-Tale Heart): Read paragraphs 1-9, pp. 97-99 Notice & Note Signpost: Again and Again SE/TE p. 98 Close Read Screencast: Modeled Discussion and Activity, p. 97	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze how perspective creates effects. Standard: ELA.8.AOR.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Tell-Tale Heart): Read paragraphs 10-19, pp. 100-103 Text in Focus, p. 100 Notice & Note Signpost: Contrasts and Contradictions SE/TE p. 101 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use narrative techniques. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Tell-Tale Heart): Respond, pp. 104-105 Social & Emotional Learning: Self-Management, p. 105 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to edit punctuation for pauses and breaks. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Tell-Tale Heart): Respond, pp. 106-107 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 2: Unit 2 - Text Quiz: The Tell-Tale Heart

Week #9: Oct. 5–9 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze plot structure and key events. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Monkey's Paw): Get Ready, pp. 108-111 Social & Emotional Learning: Self-Management, p. 108 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze theme development. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Monkey's Paw): Read paragraphs 1-34, pp. 112-114 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to explain how structure creates suspense. Standard: ELA.8.AOR.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Monkey's Paw): Read paragraphs 35-65, pp. 115-117 Notice & Note Signposts: Words of the Wiser, p. 115 Cross-Curricular Connection, p. 116 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to evaluate a text presented through multimedia. Standard: ELA.8.AOR.10.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Monkey's Paw / Compare Versions): Get Ready/ Viewing and Reading, pp. 130-131 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how media portrayal affects the audience. Standard: ELA.8.AOR.10.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Monkey's Paw / Compare Versions): Respond, p. 132 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #10: Oct. 12–16 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to develop a topic using facts and details. Standard: ELA.8.C.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Monkey's Paw / Compare Versions): Respond, p. 133 Social & Emotional Learning: Relationship Skills, p. 133 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 3: Unit 2 - Comparing / Format Quiz: The Monkey's Paw / from The Monkey's Paw
TUE	Learning Objective: Student will be able to analyze character development and descriptive details. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Aeneid of Virgil / Hades: Lord of the Dead): Get Ready, pp. 136-139 Social & Emotional Learning: Self-Awareness, p. 136	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Benchmark Note: Oct. 13 - ELA Benchmark during a different class period. Class may be shorter, but Unit 2 lesson content continues.

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze how figurative language affects mood and tone. Standard: ELA.8.AOR.1.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Aeneid of Virgil / Hades: Lord of the Dead): Read "The Aeneid of Virgil," pp. 140-142 Notice & Note: Words of the Wiser, SE/TE p. 141 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze descriptive details. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Aeneid of Virgil / Hades: Lord of the Dead): Read pages 143-145, pp. 143-145 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Benchmark Note: Oct. 15 - Math Benchmark during a different class period. Class may be shorter, but Unit 2 lesson content continues.

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	10/16 Teacher Workday	Opening Strategy: Bell-Ringer Core Lesson Activities: 10/16 Teacher Workday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #11: Oct. 19–23 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to compare versions across formats. Standard: ELA.8.AOR.10.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Aeneid of Virgil / Hades: Lord of the Dead): Read pages 146-153, pp. 146-153 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 4: Unit 2 - Comparing Text Quiz: from The Aeneid of Virgil / from Hades: Lord of the Dead
TUE	Learning Objective: Student will be able to use prior analysis to strengthen multimedia comparison responses. Standard: ELA.8.AOR.10.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Aeneid of Virgil / Hades: Lord of the Dead): Respond, p. 154 Summarizing Activity: Exit Ticket: Students will identify one revision that improved their analysis.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to introduce a literary analysis topic clearly. Standard: ELA.8.C.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Write a Literary Analysis-Plan Your Literary Analysis, pp. 160-163 Social & Emotional Learning: Self-Awareness, p. 160 Summarizing Activity: Exit Ticket: Students will explain their planned claim or focus for the literary analysis.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to develop analysis using text evidence. Standard: ELA.8.C.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Develop a Draft, pp. 164-165 Summarizing Activity: Exit Ticket: Students will identify the strongest piece of evidence they plan to use.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to use transitions and precise language in literary analysis writing. Standard: ELA.8.C.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Revise Your Literary Analysis, pp. 166-167 Summarizing Activity: Exit Ticket: Students will identify one transition or phrase they improved.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #12: Oct. 26–30 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 2: The Thrill of Horror		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Explain, Interpret, Summarize, Trace, Use, Central idea, Dramatic irony, Figurative language, Foreshadowing, Mood, Point of view, Suspense, Theme, Tone, Multimedia, Parallel structure		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to improve writing through feedback. Standard: ELA.8.C.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Edit Your Literary Analysis-Publish Your Literary Analysis, p. 168 Summarizing Activity: Exit Ticket: Students will set one final revision goal.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to edit grammar and conventions in final writing. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Reflect & Extend, p. 169 Social & Emotional Learning: Self-Awareness, p. 169	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will identify one edit they made to improve clarity.	needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to finalize and submit a literary analysis response. Standard: ELA.8.C.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 2 End-of-Unit Task): Reflect & Extend, p. 169 Social & Emotional Learning: Self-Awareness, p. 169 Summarizing Activity: Students will complete a brief reflection on one writing skill they improved.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 2: Unit 2 - Unit Writing Assignment: Literary Analysis Writing
THU	Learning Objective: Student will be able to review key Unit 2 standards and skills before the Unit 2 Test. Standard: Review of unit standards	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 2 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment. Summarizing Activity: Students will complete a quick confidence check and identify one skill to review before the test.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: This is the required Unit 2 Test Review Day before the Unit Test.

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Unit/2 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit/2 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 1: Unit 2 - Unit Test / Post-Assessment

Week #13: Nov. 2–6 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	11/2 Teacher Workday	Opening Strategy: Bell-Ringer Core Lesson Activities: 11/2 Teacher Workday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	11/3 Election Day Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 11/3 Election Day Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Unit/3 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit/3 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.
THU	Learning Objective: Student will be able to analyze setting. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Get Ready, pp. 174-176 Social & Emotional Learning: Self-Management, p. 174 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze plot and conflict. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Read, paragraphs 1-6, pp. 177-178 Notice & Note Signpost: Again and Again, SE/TE pp. 178 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #14: Nov. 9–13 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze theme development. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Read, paragraphs 7-20, pp. 179-181 Focus on the Mentor Text, p 180 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to use ellipses correctly. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Read, paragraphs 21-27, pp. 181-185 Reinforce Notice & Note: Again and Again, TE p. 183	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to use verbals to add sentence variety. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Respond, pp. 186-187 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to identify and revise shifts in mood. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Book of Unknown Americans): Respond, pp. 188-189 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 5: Unit 3 - Text Quiz: from The Book of Unknown Americans

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze character development. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Get Ready, pp. 190-192 Social & Emotional Learning: Self Awareness, p. 190 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #15: Nov. 16–20 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze dialogue. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Read, paragraphs 1-50, pp. 193-198 Notice & Note Signpost: Memory Moment, SE/TE p. 194 Close Read Screencast: Modeled Discussion and Activity, p. 195 Cross-Curricular Connection, p. 196 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to organize research findings logically. Standard: ELA.8.R.1.4	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Read, paragraphs 51-108, pp. 199-203 Notice & Note Signpost: Tough Questions, SE/TE p. 199	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to distinguish grammatical mood. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Read, paragraphs 109-171, pp. 203-208 Notice & Note Signpost: Again and Again, TE pp. 204, 207 Text in Focus: Understanding Characters and Activity, p. 206 Cross-Curricular Connection, p. 208 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to summarize text to support comprehension. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Read, paragraphs 172-229, pp. 208-212 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to clarify vocabulary using context. Standard: ELA.8.AOR.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Read, paragraphs 230-266, pp. 212-215 Connect to the Essential Question, p. 213 Analyze the Image, p. 214 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #16: Nov. 23–27 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to explain how character and dialogue shape meaning. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (My Favorite Chaperone): Respond, pp. 216-217 Social & Emotional Learning: Social Awareness, p. 217 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 6: Unit 3 - Text Quiz: My Favorite Chaperone
TUE	Learning Objective: Student will be able to analyze descriptive details. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Spirit Walking in the Tundra): Get Ready, pp. 220-222 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Thanksgiving Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Thanksgiving Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Thanksgiving Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Thanksgiving Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Thanksgiving Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Thanksgiving Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #17: Nov. 30–Dec. 4 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze theme. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Spirit Walking in the Tundra): Read, pp. 223-225 Notice & Note Signpost: Contrasts and Contradictions, SE/TE p. 224 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to summarize text to support analysis. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Spirit Walking in the Tundra): Respond, p. 226 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 7: Unit 3 - Text Quiz: Spirit Walking in the Tundra

			frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze author's perspective and purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (New Immigrants Share Their Stories / A Common Bond): Get Ready/View "New Immigrants Share Their Stories," pp. 228-232 Social & Emotional Learning: Relationship Skills, p. 228 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze author's perspective and purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (New Immigrants Share Their Stories / A Common Bond): Read "A Common Bond" paragraphs 1-8, pp. 233-235 Cross-Curricular Connection, p. 234 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how text features convey purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (New Immigrants Share Their Stories / A Common Bond): Read "A Common Bond" paragraphs 9-19, pp. 235-237 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #18: Dec. 7–11 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to interpret technical language. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (New Immigrants Share Their Stories / A Common Bond): Read "A Common Bond" paragraphs 20-30, pp. 238-241 Notice & Note Signpost: Questioning Stance SE/TE p. 239 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 8: Unit 3 - Comparing / Informational Quiz: New Immigrants Share Their Stories / A Common Bond: Teens Forge Friendships Despite Differences
TUE	Learning Objective: Student will be able to include graphics and multimedia to aid communication. Standard: ELA.8.C.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (New Immigrants Share Their Stories / A Common Bond): Respond, pp. 242-243 Social & Emotional Learning: Relationship Skills, p. 243	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Benchmark Note: Dec. 8 - ELA Benchmark during a different class period. Class may be shorter, but Unit 3 lesson content continues.

		Summarizing Activity: Exit Ticket: Students will explain how one graphic or design choice supports communication.	checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to plan a clear narrative or informative writing task. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 3 End-of-Unit Task): Write a Short Story-Plan Your Short Story, pp. 250-253 Social & Emotional Learning: Self-Management, p. 250 Summarizing Activity: Exit Ticket: Students will identify their topic, purpose, and one detail they plan to include.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Benchmark Note: Dec. 9 - Math Benchmark during a different class period. Class may be shorter, but Unit 3 lesson content continues.
THU	Learning Objective: Student will be able to draft and revise narrative or informative writing. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 3 End-of-Unit Task): Develop a Draft, pp. 254-255 Summarizing Activity: Exit Ticket: Students will identify one section that needs additional detail or clarity.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to improve writing through editing and feedback. Standard: ELA.8.C.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 3 End-of-Unit Task): Revise Your Short Story, pp. 256-257 Summarizing Activity: Students will complete a quick reflection and identify one Unit 3 skill to review before the test.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: Begin Unit 3 test review after final writing revisions.

Week #19: Dec. 14–18 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 3: Places We Call Home		
Unit Vocabulary:			Analyze, Annotate, Clarify, Compare, Describe, Determine, Explain, Organize, Summarize, Theme, Setting, Character development, Conflict, Culture, Dialogue, Perspective, Purpose, Text features, Technical language, Vocabulary in context		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to draft and revise narrative or informative writing. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMM Activity (Unit 3 End-of-Unit Task): Edit Your Short Story-Publish Your Short Story, p. 258 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to review key Unit 3 standards and skills before the Unit 3 Test. Standard: Review of unit standards	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 3 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment. Summarizing Activity: Students will complete a quick confidence check and	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support,	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: This is the required Unit 3 Test Review Day before the Unit Test.

		identify one skill to review before the test.	and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	12/16 Unit 3 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 12/16 Unit 3 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 3: Unit 3 - Unit Test / Post-Assessment
THU	12/17 Flexible Review Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 12/17 Flexible Review Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich.

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	12/18 Half Day / Semester Closure	Opening Strategy: Bell-Ringer Core Lesson Activities: 12/18 Half Day / Semester Closure Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #20: Jan. 4–8 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	1/4 Teacher Professional Development Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 1/4 Teacher Professional Development Day Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	1/5 Unit 4 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 1/5 Unit 4 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.

			Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.		
WED	Learning Objective: Student will be able to analyze the author's perspective. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Narrative of the Life of Frederick Douglass, an American Slave): Get Ready, pp. 264-266 Social & Emotional Learning: Self-Awareness, p. 264 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze the author's purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Narrative of the Life of Frederick Douglass, an American Slave): Read paragraphs 1-4, pp. 267-269 Close Read Screencast: Modeled Discussion and Activity, p. 267 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how text structure conveys purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Narrative of the Life of Frederick Douglass, an American Slave): Read paragraphs 5-6, pp. 269-271 Notice & Note Signpost: Contrasts and Contradictions, SE/TE p. 270 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #21: Jan. 11–15 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to use verbals to add variety to writing. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Narrative of the Life of Frederick Douglass, an American Slave): Respond, pp. 272-273 Social & Emotional Learning: Social Awareness, p. 273 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to justify views using evidence during discussion. Standard: ELA.8.C.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Narrative of the Life of Frederick Douglass, an American Slave): Respond, pp. 274-275 Cross-Curricular Connection, p. 275	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support,	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 1: Unit 4 - Text Quiz: from The Narrative of the Life of Frederick Douglass, an American Slave

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze how setting contributes to meaning. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Drummer Boy of Shiloh): Get Ready, pp. 276-278 Social & Emotional Learning: Self-Management, p. 276 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze conflict and descriptive details. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Drummer Boy of Shiloh): Read, paragraphs 1-14, pp. 279-281 Close Read Screencast: Modeled Discussion, p. 280 Close Read Screencast: Activity, p. 280 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how figurative language affects mood and tone. Standard: ELA.8.AOR.1.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Drummer Boy of Shiloh): Read, paragraphs 15-59, pp. 281-285 Notice & Note Signpost: Words of the Wiser, p. 283 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #22: Jan. 18–22 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	1/18 MLK Jr. Day Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 1/18 MLK Jr. Day Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to interpret figures of speech in context. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Drummer Boy of Shiloh): Respond, pp. 286-287 Social & Emotional Learning: Self-Management, p. 287	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to generate research questions about the Battle of Shiloh. Standard: ELA.8.R.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Drummer Boy of Shiloh): Respond, pp. 288-289 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 2: Unit 4 - Text Quiz: The Drummer Boy of Shiloh
THU	Learning Objective: Student will be able to analyze how figures of speech function in poetry. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (O Captain! My Captain!): Get Ready and Read "O Captain! My Captain!," pp. 290-295 Social & Emotional Learning: Social Awareness, p. 290 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to use speaking techniques to present claims and findings. Standard: ELA.8.C.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (O Captain! My Captain!): Respond, p. 296 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #23: Jan. 25–29 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to present claims and findings with appropriate pacing and expression. Standard: ELA.8.C.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (O Captain! My Captain!): Respond, p. 297 Social & Emotional Learning: Self-Awareness, p 297 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze how supporting details develop central ideas. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Get Ready, pp. 298-300 Social & Emotional Learning: Self-Management, p. 298	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze author's perspective. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Read paragraphs 1-31, pp. 301-306 Notice & Note Signpost: Tough Questions, p. 305 Connect to the Essential Question, p. 305 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze author's purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Read paragraphs 32-52, pp. 306-310 Cross Curricular Connection, p. 306 Connect to the Essential Question, p. 307 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to interpret figurative language. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Read paragraphs 53-59, pp. 310-313 Analyze the Image, p. 311 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #24: Feb. 1–5 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to distinguish conditional mood. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Respond, pp. 314-315 Social & Emotional Learning: Social Awareness, p. 315 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to summarize text to support comprehension. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Harriet Tubman: Conductor on the Underground Railroad): Respond, pp. 316-317 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 3: Unit 4 - Text Quiz: from Harriet Tubman: Conductor on the Underground Railroad

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to explain how structure manipulates time to create mystery or suspense. Standard: ELA.8.AOR.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Not My Bones / Fortune's Bones): Get Ready, pp. 318-321 Cross-Curricular Connection, p. 318 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze how text structure conveys author's purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Not My Bones / Fortune's Bones): Read "Not My Bones," pp. 322-325 Connect to the Essential Question, p. 324 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to compare how structure affects meaning across related texts. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Not My Bones / Fortune's Bones): Read "Fortune's Bones," pp. 326-329 Focus on the Mentor Text, p. 326 Notice & Note: Contrasts and Contradictions, SE/TE p. 327 Connect to the Essential Question, p. 328 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 4: Unit 4 - Comparing Text Quiz: Not My Bones / from Fortune's Bones

Week #25: Feb. 8–12 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to generate and answer research questions. Standard: ELA.8.R.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 4 End-of-Unit Task): Write a Research Paper-Plan Your Research Report, pp. 336-339 Social & Emotional Learning: Self-Management, p. 336 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to evaluate sources for credibility and relevance. Standard: ELA.8.R.1.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 4 End-of-Unit Task): Develop a Draft-Revise Your Research Report, pp. 340-343 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to organize research findings logically. Standard: ELA.8.R.1.4	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 4 End-of-Unit Task): Edit Your Research Report-Publish Your Research Report, p. 344 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to review key Unit 4 standards and skills before the Unit 4 Test. Standard: Review of unit standards	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 4 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment. Summarizing Activity: Students will complete a quick confidence check and identify one skill to review before the test.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: This is the required Unit 4 Test Review Day. The Unit 4 Test was moved back because the original test day fell immediately after Presidents' Day.

FRI	2/12 Unit 4 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 2/12 Unit 4 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 1: Unit 4 - Unit Test / Post-Assessment
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Week #26: Feb. 15–19 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 4: The Fight for Freedom		
Unit Vocabulary:			Analyze, Determine, Explain, Interpret, Justify, Organize, Research, Summarize, Perspective, Purpose, Text structure, Biography, Autobiography, Cause and effect, Figurative language, Mood, Tone, Central idea, Credible sources, Research report		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	2/15 Presidents' Day Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 2/15 Presidents' Day Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	2/16 Flexible Reteach / Unit 4 Data Review Day	Opening Strategy: Bell-Ringer Core Lesson Activities: Flexible Reteach / Unit 4 Data Review Day; Students will review assessment data, complete corrections or reteach activities, and prepare to transition into Unit 5. Summarizing Activity: Students will identify one skill they improved and one skill to continue practicing.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich. Unit 4 Test was completed on Friday, Feb. 12.

			Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.		
WED	2/17 Flexible Reteach Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 2/17 Flexible Reteach Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich.
THU	2/18 Unit 5 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 2/18 Unit 5 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.

FRI	Learning Objective: Student will be able to analyze character development. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Bronx Masquerade): Get Ready, pp. 352-354 Social & Emotional Learning: Self-Awareness, p. 352 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
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Week #27: Feb. 22–26 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how dialogue contributes to meaning. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Bronx Masquerade): Read, paragraphs 1-9, pp. 355-358 Close Read Screencast: Modeled Discussion and Activity, p.356 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze how perspective creates dramatic irony. Standard: ELA.8.AOR.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Bronx Masquerade): Read, paragraphs 10-21, pp. 358-361 Notice & Note Signpost: Aha Moment, SE/TE p. 360 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to edit commas, dashes, and ellipses correctly. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Bronx Masquerade): Respond, pp. 362-363 Social & Emotional Learning: Self-Awareness, p. 363 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use verbals to add variety to writing. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from Bronx Masquerade): Respond, pp. 364-365 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 5: Unit 5 - Text Quiz: from Bronx Masquerade

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze the author's purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Debt We Owe to the Adolescent Brain): Get Ready, pp. 366-368 Social & Emotional Learning: Self-Management, p. 366 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #28: Mar. 1–5 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how text sections convey purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Debt We Owe to the Adolescent Brain): Read, paragraphs 1-5, pp. 369-371 Notice & Note Signpost: Numbers and Stats, SE/TE p. 371 Notice & Note Signpost: Contrasts and Contradictions, SE/TE p. 371 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to analyze how text features support purpose. Standard: ELA.8.AOR.5.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Debt We Owe to the Adolescent Brain): Read, paragraphs 6-14, pp. 371-373 Connect to the Essential Question, p. 373 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to distinguish types of grammatical mood. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Debt We Owe to the Adolescent Brain): Respond, pp. 374-375 Social & Emotional Learning: Self-Management, p. 375 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Model examples and non-examples before independent work. • Use reduced answer choices and immediate feedback for students who need support. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to summarize informational text. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Debt We Owe to the Adolescent Brain): Respond, pp. 376-377 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 6: Unit 5 - Text Quiz: The Debt We Owe to the Adolescent Brain

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze character development across poems. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Hanging Fire / Summer of His Fourteenth Year): Get Ready, pp. 378-381 Social & Emotional Learning: Social Awareness, p. 378 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #29: Mar. 8–12 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how key details develop themes across texts. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Hanging Fire / Summer of His Fourteenth Year): Read "Hanging Fire," pp. 382-384 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to support theme analysis with text evidence. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Hanging Fire / Summer of His Fourteenth Year): Read "Summer of His Fourteenth Year," pp. 385-387 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 7: Unit 5 - Comparing Poetry Quiz: Hanging Fire / Summer of His Fourteenth Year

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to determine the effectiveness of a speaker's argument. Standard: ELA.8.C.9.1	Opening Strategy: Bell-Ringer Core Lesson Activities: Text: Expert on Signs of Tech Addiction and How to Set Boundaries With Tech; Task: Students will evaluate reasoning and evidence in the presentation. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze a speaker's message, purpose, and media choices. Standard: ELA.8.C.9.1	Opening Strategy: Bell-Ringer Core Lesson Activities: Text: Expert on Signs of Tech Addiction and How to Set Boundaries With Tech; Task: Students will complete a presentation analysis chart. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	3/12 Teacher Professional Development Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 3/12 Teacher Professional Development Day Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #30: Mar. 15–19 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how supporting details develop central ideas. Standard: ELA.8.AOR.2.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (It's Complicated: The Social Lives of Networked Teens): Get Ready, pp. 392-395 Social & Emotional Learning: Self-Awareness, p. 392 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to trace the development of an argument. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (It's Complicated: The Social Lives of Networked Teens): Read "It's Complicated: The Social Lives of Networked Teens," pp. 396-399 Text in Focus, p. 396 Notice & Note: Word Gaps, p. 398 Focus on the Mentor Text, p. 399	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to introduce an argument claim. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (It's Complicated: The Social Lives of Networked Teens): Respond, pp. 400-401 Social & Emotional Learning: Relationship Skills, p. 401 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to acknowledge a counterclaim and use transitions. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (It's Complicated: The Social Lives of Networked Teens): Respond, pp. 402-403 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze how rhetoric advances perspective and purpose. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Get Ready, pp. 404-406 Social & Emotional Learning: Self-Awareness, p. 404 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #31: Mar. 22–26 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Spring Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Spring Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Spring Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Spring Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Spring Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Spring Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Spring Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Spring Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Spring Break	Opening Strategy: Bell-Ringer Core Lesson Activities: Spring Break Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #32: Mar. 29–Apr. 2 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	3/29 Student/Teacher Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 3/29 Student/Teacher Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to trace argument development and reasoning. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Read paragraphs 1-6, pp. 407-409 Text in Focus: Comparing Arguments and Activity, p. 407 Notice & Note: Contrasts and Contradictions, p. 408	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Benchmark Note: Mar. 30 - ELA Benchmark during a different class period. Class may be shorter, but Unit 5 lesson content continues.

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze rhetorical appeals. Standard: ELA.8.AOR.5.3	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Read paragraphs 7-15, pp. 409-411 Connect to the Essential Question, p. 410 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to generate and answer research questions. Standard: ELA.8.R.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Read paragraphs 16-21, pp. 411-413 • Project Work Time: Students will begin the Finding Your Path Project by selecting a focus, gathering evidence, and planning the final product. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Project work day: Students should begin the Unit 5 Finding Your Path Project. Final project due Friday, Apr. 9. Benchmark Note: Apr. 1 - Math Benchmark during a different class period. Class may be shorter, but Unit 5 lesson content continues.

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to evaluate sources for credibility and relevance. Standard: ELA.8.R.1.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Respond, pp. 414-415 Social & Emotional Learning: Responsible Decision-Making, p. 415 • Project Work Time: Students will continue the Finding Your Path Project by evaluating sources and adding evidence to the project organizer. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #33: Apr. 5–9 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to cite and paraphrase sources to avoid plagiarism. Standard: ELA.8.R.1.5	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Outsmart Your Smartphone): Respond, pp. 416-417 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk research steps into smaller tasks with a source checklist. • Provide guiding questions, sentence starters, and modeled examples for notes. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 8: Unit 5 - Comparing / Argument Quiz: from It's Complicated: The Social Lives of Networked Teens / Outsmart Your Smartphone
TUE	Learning Objective: Student will be able to support an argument claim with logical reasoning and credible evidence. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 5 End-of-Unit Task): Write an Argument -Plan Your Argument, pp. 422-425 Social & Emotional Learning: Self-Management, p. 422 • Project Work Time: Students will continue building the Finding Your Path Project, using feedback to strengthen content, organization, and evidence.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to acknowledge and refute a counterclaim. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 5 End-of-Unit Task): Develop a Draft-Revise Your Argument, pp. 426-429 • Project Work Time: Students will continue building the Finding Your Path Project, using feedback to strengthen content, organization, and evidence. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use transitions and maintain appropriate tone. Standard: ELA.8.C.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 5 End-of-Unit Task): Edit Your Argument-Publish Your Argument, p. 430 • Project Work Time: Students will continue building the Finding Your Path Project, using feedback to strengthen content, organization, and evidence. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to improve writing through planning, editing, and feedback. Standard: ELA.8.C.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (Unit 5 End-of-Unit Task): Present an Argument, pp. 431-432 • Project Work Time: Students will finalize and submit the Finding Your Path Project. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 3: Unit 5 - Creative Assignment / Project: Finding Your Path Project

Week #34: Apr. 12–16 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 5: Finding Your Path		
Unit Vocabulary:			Analyze, Compare, Determine, Evaluate, Explain, Research, Revise, Trace, Argument, Claim, Counterclaim, Evidence, Reasoning, Rhetoric, Ethos, Pathos, Logos, Grammar mood, Perspective, Technology boundaries		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to review key Unit 5 standards and skills before the Unit 5 Test. Standard: Review of unit standards	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 5 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment. Summarizing Activity: Students will complete a quick confidence check and identify one skill to review before the test.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: This is the required Unit 5 Test Review Day before the Unit Test.
TUE	4/13 Unit 5 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 4/13 Unit 5 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 2: Unit 5 - Unit Test / Post-Assessment

			• Monitor small-group testing and accommodations. • Clarify directions without coaching answers.		
WED	4/14 Flexible Reteach Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 4/14 Flexible Reteach Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich.
THU	4/15 Unit 6 Pre-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 4/15 Unit 6 Pre-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use results to group students and adjust supports.

FRI	4/16 Student/Teacher Holiday	Opening Strategy: Bell-Ringer Core Lesson Activities: 4/16 Student/Teacher Holiday Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
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Week #35: Apr. 19–23 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to summarize grade-level text to support comprehension. Standard: ELA.8.AOR.6.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Get Ready, pp. 438-440 Social & Emotional Learning: Self-Management, p. 438 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to determine word meaning using context and reference tools.	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 1-107, pp. 441-450 Text in Focus, p. 442 Notice & Note Signpost: Contrasts and	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 6: Unit 6 - Vocabulary Assignment: Unit 6 Vocabulary

	Standard: ELA.8.AOR.7.1	Contradictions, SE/TE p. 444 Close Read Screencast: Modeled Discussion, p. 444 Notice & Note Signpost: Memory Moment, SE/TE pp. 445, 449 Connect to the Essential Question, p. 450 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to analyze how setting contributes to meaning. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 108-178, pp. 450-455 Notice & Note Signpost: Words of the Wiser, SE/TE p. 454 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze character development. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 179-268, pp. 455-460 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to analyze conflict and plot structure. Standard: ELA.8.AOR.1.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 269-375, pp. 460-465 Notice & Note Signpost: Memory Moment, TE p. 461 Notice & Note Signpost: Words of the Wiser, SE/TE p. 465 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 1: Unit 6 - Text Quiz: The Diary of Anne Frank, Act 1

Week #36: Apr. 26–30 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to explain how flashback and foreshadowing affect meaning. Standard: ELA.8.AOR.5.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 376-442, pp. 466-469 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to explain an author's use of symbolism. Standard: ELA.8.AOR.1.2	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 443-530, pp. 469-474 Notice & Note Signpost:	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

		Contrasts and Contradictions, SE/TE p. 471 Cross-Curricular Connection, p. 473 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to interpret connotative and figurative language. Standard: ELA.8.AOR.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 531-593, pp. 474-479 Reinforce Notice & Note Signpost: Tough Questions, TE p. 478 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to analyze how perspective creates effects. Standard: ELA.8.AOR.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 594-722, pp. 479-486 Analyze the Image, p. 481 Reinforce Notice & Note Signpost: Memory Moment, TE p. 481 Connect to the Essential Question, p. 482 Close Read Screencast: Modeled Discussion, p. 486	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 2: Unit 6 - Text Quiz: The Diary of Anne Frank, Act 2

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to engage in structured discussion and acknowledge new information. Standard: ELA.8.C.8.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Read Act I, paragraphs 723-785, pp. 486-491 Connect to the Essential Question, p. 490 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #37: May 3–7 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to analyze how key details develop theme. Standard: ELA.8.AOR.2.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act I): Respond Act I, p. 492 • Project Work Time: Students will continue the Anne Frank / Legacy Project by gathering evidence, preparing visuals, and practicing the presentation or discussion response. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 3: Unit 6 - Text Quiz: from The Diary of a Young Girl
TUE	Learning Objective: Student will be able to analyze author's purpose and perspective. Standard: ELA.8.AOR.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act II): Read Act II, paragraphs 1-157, pp. 493-503 Social & Emotional Learning:	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 4: Unit 6 - Text Quiz: After Auschwitz

		Self-Management, p. 493 Notice & Note Signpost: Again and Again, TE p. 497 • Project Work Time: Students will continue the Anne Frank / Legacy Project by gathering evidence, preparing visuals, and practicing the presentation or discussion response. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to evaluate a subject presented through multimedia formats. Standard: ELA.8.AOR.10.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act II): Read Act II, paragraphs 158-279, pp. 504-511 Notice & Note Signpost: Words of the Wiser, SE/TE p. 506 Notice & Note Signpost: Memory Moment, SE/TE pp. 508 • Project Work Time: Students will continue the Anne Frank / Legacy Project by gathering evidence, preparing visuals, and practicing the presentation or discussion response. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 5: Unit 6 - Comparing Text Quiz: There But for the Grace / Days
THU	Learning Objective: Student will be able to present claims and findings with relevant facts and details. Standard: ELA.8.C.7.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act II): Read Act II, paragraphs 280-405, pp. 512-518 Notice & Note Signpost: Contrasts and Contradictions, SE/TE p. 513 Notice & Note Signpost: Words of the Wiser, TE p. 514 Cross-Curricular Connection, p. 517	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 3: Unit 6 - Creative Assignment / Project: Anne Frank / Legacy Project

		• Project Submission/Presentation: Students will present or submit the Anne Frank / Legacy Project and reflect on how the project connects to the unit essential question. Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to revise writing for grammar and sentence variety. Standard: ELA.8.C.4.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act II): Read Act II, paragraphs 406-470, pp. 519-525 Notice & Note Signpost: Contrasts and Contradictions, TE p. 521 Notice & Note Signpost: Words of the Wiser, TE p. 522 Close Read Screencast: Activity, p. 524 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 7: Unit 6 - Grammar Assignment: Unit 6 Grammar Skill

Week #38: May 10–14 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to produce clear narrative writing for an identified purpose and audience. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (The Diary of Anne Frank, Act II): Respond, pp. 526-529 Social & Emotional Learning: Relationship Skills, p. 527 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	Learning Objective: Student will be able to establish a situation, point of view, narrator, and characters. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Diary of a Young Girl): Get Ready, pp. 530-532	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Minor 8: Unit 6 - Writing Skill Check: Narrative Writing Skills

		Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	• Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	Learning Objective: Student will be able to organize a logical plot structure and signal time shifts. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Diary of a Young Girl): Read from The Diary of a Young Girl, pp. 533-537 Focus on the Mentor Text, p. 533 Reinforce Notice & Note: Tough Questions, TE p. 536 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	Learning Objective: Student will be able to use dialogue, pacing, and description to develop events and characters. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Diary of a Young Girl): Respond, pp. 538-539 Social & Emotional Learning: Self-Awareness, p. 539 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	Learning Objective: Student will be able to use precise words, details, and figurative language. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (from The Diary of a Young Girl): Respond, pp. 540-541 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

Week #39: May 17–21 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	Learning Objective: Student will be able to provide an ending that connects to the purpose of the narrative. Standard: ELA.8.C.3.1	Opening Strategy: Bell-Ringer Core Lesson Activities: • HMH Activity (After Auschwitz): Get Ready, pp. 542-544 Social & Emotional Learning: Self-Management, p. 542 Summarizing Activity: Exit Ticket: Students will explain how the day's task connects to the learning objective.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists. • Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 2: Unit 6 - Unit Writing Assignment: Personal Narrative
TUE	Learning Objective: Student will be able to review key Unit 6 standards and skills before the Unit 6 Test.	Opening Strategy: Bell-Ringer Core Lesson Activities: Unit 6 Test Review Day; Students will review the study guide, revisit major texts and standards, practice test-style questions, and clarify remaining questions before the assessment.	SWD Differentiation Strategy: • Provide graphic organizers, sentence frames, and revision checklists.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Note: This is the required Unit 6 Test Review Day before the Unit Test.

	Standard: Review of unit standards	Summarizing Activity: Students will complete a quick confidence check and identify one skill to review before the test.	• Allow teacher conference, peer support, and speech-to-text when needed. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	5/19 Unit 6 Test / Post-Assessment	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/19 Unit 6 Test / Post-Assessment Summarizing Activity: Submit assessment materials and complete a quick confidence check.	SWD Differentiation Strategy: • Provide test accommodations as listed in IEP/504 plans. • Offer small-group setting, read-aloud support, and extended time as appropriate. Inclusion Teacher Role: • Monitor small-group testing and accommodations. • Clarify directions without coaching answers.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Graded assignment to prepare for / collect here: • Major 1: Unit 6 - Unit Test / Post-Assessment
THU	5/20 Flexible Reteach Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/20 Flexible Reteach Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role:	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich.

			• Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	5/21 Flexible Review / Enrichment Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/21 Flexible Review / Enrichment Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	Use class data to reteach, review missing work, or enrich.

Week #40: May 24–28 Teacher: Henderson Subject: ELA 8

Unit Title:			Unit 6: The Legacy of Anne Frank		
Unit Vocabulary:			Acknowledge, Analyze, Determine, Distinguish, Engage, Explain, Improve, Include, Interpret, Introduce, Organize, Present, Produce, Provide, Refute, Trace, Use, Write (arguments to support), Write (narratives to develop), Cohesiveness, Flashback, Foreshadowing, Key elements (setting, character, plot, conflict, descriptive details dialogue), Manipulate time, Mystery/suspense, Symbolism		
Day	Learning Target (All Teachers)	Instructional Plan (Core Teacher)	Differentiation (ELA/Math Inclusion Teacher)	Level UP/Advisory Plans (Core Content Teachers) (Not NHI Time)	Teacher Tips & Notes (All Teachers)
MON	5/24 Final Review / Make-Up Work Day	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/24 Final Review / Make-Up Work Day Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
TUE	5/25 Final Reflection / Portfolio Completion	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/25 Final Reflection / Portfolio Completion Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			• Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
WED	5/26 Half-Day / Semester Closure Activities	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/26 Half-Day / Semester Closure Activities Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	
THU	5/27 Half-Day / Last Day of School	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/27 Half-Day / Last Day of School Summarizing Activity: Quick reflection on today's activity.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	

			Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.		
FRI	5/28 No School	Opening Strategy: Bell-Ringer Core Lesson Activities: 5/28 No School Summarizing Activity: N/A - no class.	SWD Differentiation Strategy: • Chunk the reading/task and preview key vocabulary before independent work. • Provide guided notes, text-marking prompts, and frequent comprehension checks. Inclusion Teacher Role: • Co-teach, circulate, and monitor for understanding. • Support accommodations, small groups, vocabulary, and text evidence.	• SEL Mini Lessons • Goal Setting • Reward Time • School Surveys • School To-Do's	