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| Teacher: Shand | Course: English 3 | Block(s): 1st, 2nd & 4th | Week of: January 16, 2017 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** |  | Holiday –MLK Day | |  | |  | |  | |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA | - understand all learning and achievement expectations for the course.  - become acquainted with peers.  - know the seating arrangements during class.  - develop an awareness of classroom rules, procedures and expectations. | | See student activities for instructional strategies for each individual activity. To ensure that students have met their goals the teacher will observe student discussion and participation, while other activities will be checked for completion, surveys will be reviewed by teacher to learn about students’ strengths and weaknesses and to become familiar with students, and the quiz will be checked for correct answers. | | Seating chart: students are assigned seats by teacher. Overview of syllabus-class reads and discusses syllabus.  Student introductions – students introduce each other to class and teacher.  Student information sheet – students fill out information form. Students answer 2 questions and give opinions on notecard. Rules procedures and expectations – students answer questions regarding classroom rules, procedures and expectations | | HW: Have Course Syllabus read and signed by parents.  HW: Have course materials (3-ring binder, writing utensils, paper) by **Monday, January 23rd**  See Instructional strategies for assessment and student achievement information. | |
| **Wednesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA | * understand all learning and achievement expectations for the course * Develop a social contract | | * Discuss the need for a social contract and role students play during group discussions. * Provide students with a handout listing the four questions the students need to respond to. | | In groups of 4-5 students discuss and respond to 4 questions and develop Social Contracts for class and inter-personal behavioral expectations. Students write their rules for engagement on a group chart. After presenting their contracts to the class, the groups sign off on it and post it on the wall. | | * Each assigned group display their signed social contracts on the wall. | |
| **Thursday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA | * understand all learning and achievement expectations for the course | | * \*Whole class discussion * \*Brainstorming   \*Explicit Direct Instruction: Teach and question students regarding   * course syllabus, behavioral rules and consequences, classroom routines, review procedures for   submitting work, extra credit opportunities, -- discuss individual and  class incentive plans, and fire/emergency drills | | Overview of syllabus-class reads and discusses syllabus   * consequences, classroom routines, review procedures for   submitting work, extra credit opportunities, -- discuss individual and  class incentive plans, and fire/emergency drills | | Quiz on rules expectations and consequences | |
| **Friday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA | * understand all learning and achievement expectations for the course | | Review the writing process  Writing assignment   * Autobiograhy | | * Writing assignment * Autobiography | | Autobiography graded. | |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.