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| Teacher: Shand | Course: English 3 | Block(s): 1st, 2nd & 4th | Week of: January 30, 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** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze elements of drama.  Analyze the impact of the author’s choices on the elements of a drama.  Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.  Initiate and participate in arrange of collaborative discussions  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding for ELL Students:  Understand Multiple-Meaning Words: Before any action takes place on stage, Miller includes and **overture –** the word has more than one meaning ; Prefixes; Understanding Conversational English; understanding idioms; archaic language; stage directions; distinguishing characters and dialogue; figurative language; suffixes; synonyms; | | learn about Modern American Drama;  learn about the playwright Arthur Miller;  learn passages of exposition;  analyze drama elements;  cite text evidence;  learn about stage directions;  answer questions | | Speaking Activity: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze elements of drama.  Analyze the impact of the author’s choices on the elements of a drama.  Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.  Initiate and participate in arrange of collaborative discussions  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding for ELL Students:  Understand Multiple-Meaning Words: Before any action takes place on stage, Miller includes and **overture –** the word has more than one meaning ; Prefixes; Understanding Conversational English; understanding idioms; archaic language; stage directions; distinguishing characters and dialogue; figurative language; suffixes; synonyms; | | learn about Modern American Drama;  learn about the playwright Arthur Miller;  learn passages of exposition;  analyze drama elements;  cite text evidence;  learn about stage directions;  answer questions | | Speaking Activity: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **Wednesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA # s 5.1; 6.1;  10.1; 11.2  Students will be able to analyze and compare multiple works from a time period on the basis of topic and theme. | “Song of the Son,” “From the Dark Tower,” and “A Black Man Talks of Reaping” are classic examples of the poetry that arose during the incredibly fertile cultural period known as the Harlem Renaissance. These poems use a variety of poetic tools to express the importance of memory and justice | | Teach: aspects of the first poem that reflects it is a song; author’s word choice, as well as choice of how to order words; Second poem – teach that it’s a Petrarchan sonnet; octave and sestet, and what each presents; Third poem – planting and reaping as a metaphor; compare what the speakers in “From the Dark Tower,” and “A Black Man Talks of Reaping” say about who will reap the benefit of the seeds shown. | | Learn: aspects of the first poem that reflects it is a song; author’s word choice, as well as choice of how to order words; Second poem – teach that it’s a Petrarchan sonnet; octave and sestet, and what each presents; Third poem – planting and reaping as a metaphor; compare what the speakers in “From the Dark Tower,” and “A Black Man Talks of Reaping” say about who will reap the benefit of the seeds shown. | | Close Reader selection “How It Feels to Be Colored Me” Essay by Zora Neale Hurston “The Weary Blues” Poem by Langston Hughes | |
| **Thursday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA # s 5.1; 6.1;  10.1; 11.2  Students will be able to analyze and compare multiple works from a time period on the basis of topic and theme. | “Song of the Son,” “From the Dark Tower,” and “A Black Man Talks of Reaping” are classic examples of the poetry that arose during the incredibly fertile cultural period known as the Harlem Renaissance. These poems use a variety of poetic tools to express the importance of memory and justice | | Teach: aspects of the first poem that reflects it is a song; author’s word choice, as well as choice of how to order words; Second poem – teach that it’s a Petrarchan sonnet; octave and sestet, and what each presents; Third poem – planting and reaping as a metaphor; compare what the speakers in “From the Dark Tower,” and “A Black Man Talks of Reaping” say about who will reap the benefit of the seeds shown. | | Learn: aspects of the first poem that reflects it is a song; author’s word choice, as well as choice of how to order words; Second poem – teach that it’s a Petrarchan sonnet; octave and sestet, and what each presents; Third poem – planting and reaping as a metaphor; compare what the speakers in “From the Dark Tower,” and “A Black Man Talks of Reaping” say about who will reap the benefit of the seeds shown. | | Close Reader selection “How It Feels to Be Colored Me” Essay by Zora Neale Hurston “The Weary Blues” Poem by Langston Hughes | |
| **Friday** | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze elements of drama.  Analyze the impact of the author’s choices on the elements of a drama.  Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.  Initiate and participate in arrange of collaborative discussions | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding for ELL Students:  Understand Multiple-Meaning Words: Before any action takes place on stage, Miller includes and **overture –** the word has more than one meaning ; Prefixes; Understanding Conversational English; understanding idioms; archaic language; stage directions; distinguishing characters and dialogue; figurative language; suffixes; synonyms; | | learn about Modern American Drama;  learn about the playwright Arthur Miller;  learn passages of exposition;  analyze drama elements;  cite text evidence;  learn about stage directions;  answer questions | | Speaking Activity: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |

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