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| Teacher: Franklin Shand | Course: English 3  | Block(s): 2nd, 3rd, 4th  | Week of: October 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** | **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 4) Close Read application (Act 4, lines 906-928Strategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogue | 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: DiscussionComplete final Act IV Worksheet.Final test study guide provided.United States Constitution Quiz. |
| **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 | Strategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogue | 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: DiscussionWriting Activity: Final Test on The Crucible |
| **Wednesday** | **S**outh **C**arolina**C**ollege-and **C**areer-Readiness**S**tandards for ELA # s 5.1; 6.1; 10.1; 11.2 | Cite textual evidence; determine the meaning of words and phrases; determine the author’s point of view and analyze style and content; delineate and evaluate the reasoning in seminal U.S. texts; work with peers to promote civil, democratic discussions; analyze nuances make strategic use of **digital media** | Students will view the video, “Library of Congress: The Federalists Papers” in their eBooks; Students will read the background information on The Federalist No. 10; Explain nuance; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argument | Students will view the video, “Library of Congress: The Federalists Papers” in their eBooks; Students will read the background information on The Federalist No. 10; Explain nuance; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argument | In *My WriteSmart* – Performance Task = Speaking Activity – page 138. |
| **Thursday** | **S**outh **C**arolina**C**ollege-and **C**areer-**R**eadiness**S**tandards for ELA #s 5.1; 6.1; 10.1; 11.2  | Cite textual evidence; determine the meaning of words and phrases; determine the author’s point of view and analyze style and content; delineate and evaluate the reasoning in seminal U.S. texts; work with peers to promote civil, democratic discussions; analyze nuances make strategic use of **digital media** | Students will view the video, “Library of Congress: The Federalists Papers” in their eBooks; Students will read the background information on The Federalist No. 10; Explain nuance; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argumentStrategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogue | Students will view the video, “Library of Congress: The Federalists Papers” in their eBooks; Students will read the background information on The Federalist No. 10; Explain nuance; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argument  | In *My WriteSmart* – Performance Task = Speaking Activity – page 138. |
| **Friday** | **S**outh **C**arolina**C**ollege-and **C**areer-Readiness**S**tandards for ELA # s 5.1; 6.1; 10.1; 11.2Students 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 |

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