|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: October 17, 2016 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 | Based on Collection 2 – Students will be able to identify and analyze the central ideas of a foundational text.A New American Nation – Building a DemocracyComparing Anchor TextsTake online tests. | *From The United States Constitution: Preamble and Bill of Rights*. Teach analyzing a historical document; determining central ideas; understanding themes; analyzing key terms.Complete online tests  | Students will analyze foundational texts; determine central ideas; understand usage, analyze key terms.Close Read Screencasts – class viewing and discussion of at least one of the videosComplete online tests.  | Students will determine central ideas and analyze foundational texts.Online tests on The Declaration and The US Constitution. |
| **Tuesday** | **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 how ideas and claims presented in a video connect to foundational U.S. documents | Analyze a set of ideas or sequence of events; integrate and evaluate multiple sources of information; analyze foundational U.S. documents; use technology to produce, publish and update individual and shared writing products; initiate and participate in a range of collaborative discussions; present information, findings, and supporting evidence; make strategic use of **digital media**  | Students will view the video, “Patrick Henry: Voice of Liberty” in their eBooks; Students will read the background information on Patrick Henry; Explain foundational documents; persuasive rhetoric; purpose, content and style employed in biographical documentary. | Have 10 minutes of **Self-selected Reading**. A handful will use their cell phones (*WattApp*) with permission from Administration.Students will view the video, “Patrick Henry: Voice of Liberty” in their eBooks; Students will read the background information on Patrick Henry; analyze foundational documents; analyze the media; analyze ideas and events; Complete a Performance Task – Media Activity Presentation | Complete the Analyze foundational documents; and analyzing the media on page 168 in Collections Textbook. In *My WriteSmart* – Media Activity: Presentation.Extend and Reteach: Conducting research on the Web. |
| **Wednesday** | **SCCCRS** 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 | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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** | **SCCCRS** 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 | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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-**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 argumentScaffolding 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; | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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. |

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