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| Teacher: Franklin Shand | Course: English 3  | Block(s): 2nd, 3rd, 4th  | Week of: October 2, 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 3, lines 18-39;Close Read application (Act 4, lines 906-928Strategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogueScaffolding 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: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: Essay |
| **Tuesday** | **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Anchor Texts | *The Declaration of Independence*; *The Bill of Rights; The US Constitution* - Teach analyzing a historical document; determining central ideas; understanding themes; analyzing key terms. | 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 videos.  | Students will determine central ideas and analyze foundational texts. |
| **Wednesday** | **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 Texts | *The Declaration of Independence*; *The Bill of Rights; The US Constitution* Teach analyzing a historical document; determining central ideas; understanding themes; analyzing key terms. | 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 videos.  | Students will determine central ideas and analyze foundational texts. |
| **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  | 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 3, lines 215-245;Close Read application (Act 4, lines 906-928Strategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogueScaffolding 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: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection Test |
| **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 4, lines 4-2-421;Close Read application (Act 4, lines 906-928Strategies for Annotation -Analyze Drama ElementsLanguage and Style: dialogueScaffolding 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: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection Test |

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