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| Teacher: Franklin Shand | Course: English 3 | Block(s): 2nd, 3rd, 4th | Week of: November 6, 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 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 4 study guide completion. | |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA # s 5.1; 6.1;  10.1; 11.2 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 5 study guide completion. | |
| **Wednesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 6 study guide completion. * Multiple Choice Test   On chapters 1-6 | |
| **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 present; 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 present; 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** | No School | Veterans Day | |  | |  | |  | |

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