|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Shand | Course: English 3H | Block: 1st | Week of: April 18 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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** | **SCCCRS** 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 5-6 study guide completion.   **Homework**: Chapter 7 | |
| **Tuesday** | **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 Whitman’s poems make strategic use of **digital media** | | Students will read from Song of Myself by Walt Whitman; Cite evidence; determine theme; analyze author’s choices; determine figurative and connotative meanings; 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.  Present information findings and supporting evidence; adapt speech to a variety of contexts and tasks; vary syntax for effect; interpret figures of speech. | | Complete the Analyzing the Text questions in the Whitman Poems. | |
| **Wednesday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Essay Writing – Argumentative Essay | | Essay Writing – Argumentative Essay | | Essay Writing – Argumentative Essay | | Essay Writing – Argumentative Essay | |
| **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 Whitman’s poems make strategic use of **digital media** | | Students will read from Emily Dickinson poems; Cite evidence; determine theme; analyze author’s choices; determine figurative and connotative meanings; 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.  Present information findings and supporting evidence; adapt speech to a variety of contexts and tasks; vary syntax for effect; interpret figures of speech. | | Complete the Analyzing the Text questions in the Dickinson Poems. | |
| **Friday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | . See Common Core  Curriculum Standards for  grade 11 with corresponding numbers | | Continue the study of “*To Kill a Mockingbird*” Chapter 7-8 | | Engage in discussion of characters and themes; make character inferences and plot predictions  Read Chapter 8 | | -Share and speculate about characters they will encounter;  -become an expert in certain chosen aspects of the story.  Class participation grade.  Chapter 8 Study Guide | |

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