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| Teacher: Shand | Course: English 3 | Blocks: 2nd and 4th | Week of: February 1 |

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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-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  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s | 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 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **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 | 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 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **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 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |
| **Friday** | Attending SCCTE Conference | 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 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | |

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