|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Shand | Course: English 3 | Blocks: 2nd and 4th  | Week of: March 14 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 discussionsMake strategic use of **digital media** | Close Read Screencasts:Modeled Discussion (Act 4lines 1013-1057;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; | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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.**View video of The Crucible***The final unseen section* | Speaking Activity: DiscussionMedia Activity: VideoWriting Activity: AnalysisStudy Guide for final Test. |
| **Tuesday** | **S**outh **C**arolina**C**ollege-and **C**areer-Readiness**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 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. |
| **Wednesday** | **S**outh **C**arolina**C**ollege-and **C**areer-Readiness**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 argumentStrategies 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;  | 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** | **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. |
| **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 discussionsMake strategic use of **digital media** | Strategies 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; | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration. | Speaking Activity: DiscussionMedia Activity: PresentationWriting Activity: Final Test on The Crucible |

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