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| Teacher: Shand | Course: English 3 | Block: 1st | Week of: March 21 |

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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** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Determining Central Ideas of a text.  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  Make strategic use of **digital media** | | Administer Daily Oral Language; Channel One sentences; Final Test – The Crucible; Introduce *From Walden* Essay by Henry David Thoreau; Determining Central Ideas of a text. | | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.  Final Test on *The Crucible* | | Final Test on The Crucible | |
| **Tuesday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2  Students will be able to analyze and evaluate an argument:  The Federalist No. 10  Argument by James Madison | 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** | **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 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. | |
| **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 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. | |
| **Friday** | No School | Spring Break | |  | |  | |  | |

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