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| Teacher: Shand | Course: English 3 | Blocks: 2nd and 4th  | Week of: March 7 |

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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 | Close Read Screencasts:Modeled Discussion (Act 4, lines 402-421;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 (*WattApp*) 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 | Speaking Activity: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection Test |
| **Tuesday** | **S**outh **C**arolina**C**ollege-and **C**areer-Readiness**S**tandards for ELA # s 5.1; 6.1; 10.1; 11.2Students will be able to analyze how ideas and claims presented in a video connect to foundational U.S. documents | Analyze a set of ideas or sequence of events; integrate and evaluate multiple sources of information; analyze foundational U.S. documents; use technology to produce, publish and update individual and shared writing products; initiate and participate in a range of collaborative discussions; present information, findings, and supporting evidence; make strategic use of **digital media**  | Students will view the video, “Patrick Henry: Voice of Liberty” in their eBooks; Students will read the background information on Patrick Henry; Explain foundational documents; persuasive rhetoric; purpose, content and style employed in biographical documentary. | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*WattApp*) with permission from Administration.Students will view the video, “Patrick Henry: Voice of Liberty” in their eBooks; Students will read the background information on Patrick Henry; analyze foundational documents; analyze the media; analyze ideas and events; Complete a Performance Task – Media Activity Presentation | Complete the Analyze foundational documents; and analyzing the media on page 168 in Collections Textbook. In *My WriteSmart* – Media Activity: Presentation.Extend and Reteach: Conducting research on the Web. |
| **Wednesday** | **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 discussionsText*: The Crucible* by Arthur Miller | Close Read Screencasts:Modeled Discussion (Act 4, lines 1-42;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 (*WattApp*) 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 | Speaking Activity: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection 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 4, lines 402-421;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 (*WattApp*) 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 | Speaking Activity: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection Test |
| **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 discussions | Close Read Screencasts:Modeled Discussion (Act 4, lines 402-421;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 (*WattApp*) 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 | Speaking Activity: DiscussionMedia Activity: PresentationWriting Activity: AnalysisWriting Activity: EssaySelection Test |

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