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| Teacher: Shand | Course: English 3 | Block: 1st  | Week of: May 2 |

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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 themes of a text. Analyze impact of an author’s choices. Determine meaning of words and phrases; 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; analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant; demonstrate knowledge of nineteenth- century American literatureInitiate and participate in arrange of collaborative discussionsMake strategic use of **digital media** | Administer Daily Oral Language; Channel One sentences; Read, discuss, analyze Nathaniel Hawthorne’s *The Minister’s Black Veil* | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*WhatsApp*) with permission from Administration.Students will read the short story and summarize the central ideas of selected sections; Students will determine author’s purpose: style.  | Students will determine themes, analyze structure and symbolism;Vocabulary lists to be completed. |
| **Tuesday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Substitute Teacher will supervise students’ independent work from their Close Readers ; pages 145-150 | Complete Close reader: Practice and Apply the essay by Freeman Dyson: *Science, Guided by Ethics* | Complete Close reader: Practice and Apply the essay by Freeman Dyson: *Science, Guided by Ethics* | Complete Close reader: Practice and Apply the essay by Freeman Dyson: *Science, Guided by Ethics* |
| **Wednesday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Analyze and respond to literary elements.Literary Analysis: To Kill a MockingbirdRead, 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 8 study guide completion.
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| **Thursday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Determining themes of a text. Analyze impact of an author’s choices. Determine meaning of words and phrases; 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; analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant; demonstrate knowledge of nineteenth- century American literatureInitiate and participate in arrange of collaborative discussionsMake strategic use of **digital media** | Administer Daily Oral Language; Channel One sentences; Read, discuss, analyze Nathaniel Hawthorne’s *The Minister’s Black Veil* | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*WhatsApp*) with permission from Administration.Students will read the short story and summarize the central ideas of selected sections; Students will determine author’s purpose: style.  | Students will determine themes, analyze structure and symbolism;Vocabulary lists to be completed. |
| **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 9  | Engage in discussion of characters and themes; make character inferences and plot predictionsRead Chapter 9 | -Share and speculate about characters they will encounter;-become an expert in certain chosen aspects of the story.Class participation grade.Chapter 9 Study Guide |

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