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| Teacher: Shand | Course: English 3 | Block: 1st | Week of: May 9 |

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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 literature  Initiate and participate in arrange of collaborative discussions  Make 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 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, 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. | |
| **Wednesday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Reading Comprehension | | Reading Comprehension | | Reading Comprehension | | Reading Comprehension | |
| **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 literature  Initiate and participate in arrange of collaborative discussions  Make 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 predictions  Read 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.