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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | No School |  | | Labor Day | |  | |  | |  |  |  |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1; 10.1;11.2 | **Write a journal entry and a letter based on**  Foundational text. Anchor Text: *Historical Account by William Bradford from Of Plymouth Plantation* | | Review the journal entry that formed the basis of last week’s study of Bradford’s account in from Of Plymouth Plantation; present students with letter format outline; | | \*Introductory vocabulary and sentence correction exercises  \* Self-selected reading  \*Review the writing process  \* Become familiar with written work format, content requirement, and writing or typing the written work, and write. The performance task comes from my WriteSmart on page 20 in Collections. | | Written work assessed with the ELA rubric for essay and letter writing. | | Whole group to review the assignment followed by Individualized performing of the assignment | Pencil, paper, laptops. | Not available as yet … TBD |
| **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 discussions  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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; | | 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | | Traditional individual | The Crucible text. | TBD |
| **Thursday** | **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  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 1, lines 18-39;  Close Read application (Act 4, lines 906-928  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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; | | 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | | Individualized performing of the assignment | The Crucible text. | TBD |
| **Friday** | **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  Text*: The Crucible* by Arthur Miller | | Close Read Screencasts:  Modeled Discussion (Act 2)  Strategies for Annotation  -Analyze Drama Elements  Language and Style: dialogue  Scaffolding 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; | | 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: Discussion  Media Activity: Presentation  Writing Activity: Analysis  Writing Activity: Essay  Selection Test | | Individualized performing of the assignment | The Crucible text. | TBD |

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| Teacher: Franklin Shand | Course: English III | Period(s): 2,3,&4 | Week of: / Dates: September 5 |
| Unit Title: Coming to America | |  |  |
| State Standards: ELA Priority Standards: I3.2; RL12.1; RI5.1 | |  |  |

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