**Name**: Monica Cagle **Dates**: 12-9-19 to 12-13-19

**Subject**: English III GT/AP Language

**BENCHMARKS/STD/GLES**: ELA Reading Literature 11-12. 1, 2,5, 7, 9, 10; Writing.1, 4, 5, 6, 9, 10; Speaking and Listening 1,2, 3, 6; Language 1, 2, 3, 5

**LEARNING OBJECTIVES**:

TLW analyze how characters manipulate language to serve a purpose

TLW write a process essay

TLW embed evidence and use correct MLA format

**MATERIALS**: chrome books; *The Crucible; The Crucible* movie

**GROUPS**: INDIVIDUAL: double- entry journal; WHOLE CLASS: discussion CO-OPERATIVE:

**ACCOMMODATIONS**:

* Preferential seating for students with hearing or visual impairments and required accommodations.
* Extended time on assignments and tests for resource students and students with accommodations.
* Resource students allowed to test in resource as requested by resource teacher.
* Lesson plans, study guides, assignment outlines, and tests provided in advance to resource teachers.
* Oral, visual, and written tasks to accommodate different learning styles.
* Use of group and cooperative activities to help weaker learners.

**ASSESSMENT FORMAT**: INFORMAL: observation; bell ringer FORMAL: essay PERFORMANCE: discussion

**ACTIVITIES**

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| **MONDAY** | 1. Bell ringer  2. Complete rough draft of essay  3. Peer edit essays |
| **TUESDAY** | 1. Bell ringer  2. Peer edit essays if not completed  3. Type final draft of essay |
| **WEDNESDAY** | 1. Bell ringer  2. AP Language progress check |
| **THURSDAY** | 1. Bell ringer  2. View the movie version of *The Crucible* |
| **FRIDAY** | 1. No students |