Monday
Objective(s): 1. All students will review common definitions of Voc. #4 Words for the PSAT vocab quiz tomorrow. Students will receive a grade for completed vocabulary cards. 2. Students and teacher will read, discuss and analyze the first half of Act IV of *The Crucible*. Act IV signifies the culmination of events in the play, as it signifies the culmination of characters’ motives and outcomes. We will listen together.
Materials: Vocabulary Cards; Textbook

Tuesday
Objective(s): 1. Students will demonstrate understanding of PSAT voc. #4 words by quizzing over the next 25 words. Students will also apply their knowledge of the words by creating sentences which use the words correctly in context. 2. Once everyone has completed the quiz, we will resume reading of Act IV of *the Crucible*. We should have enough time to finish the play—if not, we will finish together on Wednesday or Thursday after the benchmark test for juniors.
Materials: Scantron Forms; pencils; textbooks

Wednesday / Thursday
Objective(s): All junior English students will take a benchmark examination today. The benchmark will be a released TAKS examination from the past. Students will answer reading comprehension questions, revising and editing questions; and they will have only ONE short answer question to address on this benchmark test. The one short answer will be graded on a common rubric the English III team creates. Since students will need varying amounts of time to finish this exam, we will probably allot an entire period today for the completion of it. Students who finish quickly will be asked to start the homework assignment for the evening: Study questions for Act IV of *The Crucible*.
Materials: Benchmark Examination; Study Questions—Act IV; Pencils

Friday
Objective(s): 1. Students will evaluate and select essay options for the end of the drama *The Crucible*. This will be a literary analysis in which students will complete the following tasks:
   A. Select suitable topic from the teacher choices over *The Crucible*
   B. Pre-Write to generate ideas for the analysis
   C. Create a solid thesis statement which is rooted in opinion and can be proven
   D. Locate text information to support points they make throughout the paper—format this text information correctly.
   E. Create and introduction, at least three body paragraphs, and a conclusion
   F. Type the paper on a word processor—Minimum two pages, double spaced, with no larger than a 12 font.
   G. Submit the paper on time for a Major Grade