DCSD Instructional Planning Instrument
Focus on Teaching and Learning

School Name:	Lakeside High School

Weekly Components			

Teacher: Co-Teacher/Para:	Mary Firth	**Week of:**	**Unit Implementation Week:**
		Oct 16-20	11
Course:	British Literature	**Unit Name:**	
		Unit 1 Anglo-Saxon/Middle Ages	

Priority Standards: (content specific)	ELAGSE11-12RL5: ANALYZE how an author's choices concerning how to structure specific parts of a text, contribute to its overall structure and meaning as well as its aesthetic impact. ELAGSE11-12W3: WRITE narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. ENGAGE and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; CREATE a smooth progression of experiences or events. b. USE narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. USE a variety of techniques to sequence events so that they build on one another to CREATE a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. USE precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. PROVIDE a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ELAGSE11-12W9: DRAW evidence from literary or informational texts to SUPPORT analysis, reflection, and research. a. APPLY grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. APPLY grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
Supporting Standards: (content specific)	ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ELAGSE11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ELAGSE11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ELAGSE11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,

assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Non-Content Standards: (WIDA, interdisciplinary standards, literacy, etc.)	
Learning Targets: (what learners will be able to do at the end of the learning activity)	Understand the Analyze historical, literary, and linguistic context of Anglo-Saxon literature. • Write • Create • Provide • Draw • Support
Essential Question(s): (address philosophical foundations; contain multiple answers; provoke inquiry)	1. How do the themes from the literature of the Anglo-Saxon period reflect the society? 2. How is the epic hero a reflection of his society? 3. What role does religion play in the lives of the people of the Anglo-Saxon and Medieval periods?
Big Idea(s): (main ideas, foundational understandings, conclusions, or generalizations)	1. Anglo-Saxon literature has several themes: Good vs. Evil, Fate vs. Faith and Christianity vs. Paganism (Animism) to name a few. These themes are reflected in the hero culture of the society and in the conflicts which arose for the Roman church's attempts at converting the Celts and other tribes to Christianity. 2. One of the most important traits of an Anglo-Saxon hero is Loyalty—to Clan, King, and Father. The Anglo-Saxon epic hero--most especially, Beowulf--demonstrates this characteristic repeatedly in the epic, which makes him a reflection of the values of his society. Second to loyalty is Strength and Courage. It is clear that these qualities too, are displayed by our exemplar hero, Beowulf, on several occasions throughout the epic. 3. The Anglo-Saxon period was a time of religious change. With the many invasions of Britain by foreign tribes, the period was rife with different beliefs and conversions. Most importantly--or most notably, was the invasion of Britain by the Romans. The Romans introduced British kings to the idea of Christianity with its "one God" concept. And once converted, it was the job of the king to declare his people to be Christians. The monks then set forth to translate the literature of the Anglo-Saxons and whatever portions of the works they found particularly offensive to their beliefs, they changed. Hence, there is a tremendous amount of Christian elements which exist in the literature of the Anglo-Saxons which we are privy to. These Christian elements exist, literally, side by side on the pages with the pagan (animist) beliefs of the Anglo-Saxon which the monks had not bowdlerized.
Academic Vocabulary:	Elegy Epic Epic Hero Epic Poem

	In medias res Symbol Foil Quest Frame story Characterization (direct/indirect) Heroism Loyalty Fate vs. Faith Patriarchal society Hierarchical society Exile Christianity Paganism Language Flyting Transience of Life
STEM/STEAM/ Interdisciplinary Integration:	Tribal Civilization vs. Modern Civilization – Peer groups, bullying, rule-making, living in a community; heroes of today vs. Anglo- Saxon Society Psychology – The value of the "journey" or "quest" and the influence of others over us. Social Science –Influence of belief systems, values, and political leanings in society; Bioengineering - Anglo-Saxon contributions to medicine
Engaging Performance Scenario:	

In the areas below, place an "X" in the box(es) to indicate the selected strategies and resources.

Research-Based Instructional Strategies: (weekly strategies chosen to guide teaching and learning)	**OPENING: Engaging Instructional Activity**	Activate Prior Knowledge	☒	Questioning (Raises questions)	☒	Clarify Previous Lesson	☒	Phenomenon	☐
		Provide Feedback	☐	Scaffold Instruction	☐	Create Interest	☒	Other:	☐
	WORK PERIOD: Exploring, Explaining, Extending, and Elaborating	Facilitate Learning	☐	Academic Discussions	☒	Cooperative Learning	☐	Other:	☐
		Demonstrate/ Model	☐	Generating and Testing Hypotheses	☐	Independent Learning	☐	Other:	☐
		Explain/Apply/Extend concepts and skills	☒	High-Level Questioning	☒	Interdisciplinary Writing	☐	Other:	☐
	CLOSING: Evaluating	Summarize Lesson	☒	Provide Alternate Explanations	☐	Respond to EQs	☐	Other:	☐
		Allow students to assess their own learning	☐	Quick Write	☐	3-2-1/K-W-L	☐	Other:	☒

DCSD RCD Aligned Lesson Plan Template   7/23/2017 5:04 PM

Components of this lesson plan may change according to the needs of the students.

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21st Century Learning Skills: (weekly strategies chosen to guide student engagement)	Teamwork and Collaboration	☐	Innovation and Creativity	☐	Accessing and Analyzing Information	☐
	Initiative and Leadership	☐	Critical Thinking and Problem Solving	☒	Effective oral and Written Communication	☒
	Curiosity and Imagination	☒	Flexibility and Adaptability	☐	Other:	☐

Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students		Strategies for English Language Learners	
☐	Re-Voicing	☐	Conferencing	☐	Visuals/Realia
☒	Explaining	☐	Additional time	☐	Front-loading
☒	Prompting for Participation	☒	Small group collaboration	☐	Echoing/Choral response
☐	Challenging or countering	☐	Modify quantity of work	☐	Color-coding
☒	Asking "Why?" "How"	☐	Take student's dictation	☐	Multiple exposures in different media
☐	Reread	☐	Scaffold information	☐	Pair-share
☒	Practice new academic vocabulary	☐	Differentiated content/process/product	☐	Modeling
☒	Assistive technology	☐	Consistent reward system	☐	Language scaffolds: eg, sentence frames
☐	Pre-teach & re-teach in a different way	☐	Refer to students' IEP or 504 plan	☐	Deconstruct complex sentences
☒	Use of manipulatives	☒	Assistive technology	☐	Increase student-to-student talk
☐	Collaborative work	☐		☐	Strategies vocabulary instruction
☐	Create differentiated text sets	☐		☐	Additional think time

Gifted – Extensions for Learning

Tier 1

☐	Flexible-Learning Groups	☒	Varied Pacing with Anchor Options	☒	Varied Supplemental Materials
☒	Choice of Books	☐	Work Alone or Together	☐	Computer Mentors
☐	Homework Options	☒	Flexible Seating	☐	Think-Pair-Share
☐	Use of Reading Buddies	☐	Varied Scaffolding	☐	Open-ended Activities
☐	Various Journal Prompts	☐	Varied Computer Programs	☒	Explorations by Interest
☐	Student/Teacher Goal Setting	☐	Design-A-DAY	☒	Options for Competition

Tier 2

☒	Gifted Edu. Cluster Classes	☐	Alternative Assessments	☐	Community Mentorships
☐	Gifted Edu. Collaboration Classes	☐	Subject Advancement within class	☐	Stations
☐	Tiered Activities and Products	☐	Curriculum Compacting	☐	Group Investigations
☐	Use of Literature Clubs	☐	Tiered Centers	☒	Assess Students in Multiple Ways
☒	Multiple Testing Options	☐	Spelling by Readiness	☐	Student choice
☒	Multiple Texts	☐	Varying Organizers	☐	Simulations

Tier 3		Tier 4	
☒	Advanced Content (all core content)	☒	Above grade level accelerated (all core content)
☐	Resource Classes	☐	Advanced Placement Classes
☐	Independent/Directed Study	☐	International Baccalaureate Classes
☐	Socratic Seminars	☐	Internship/Mentorships

Differentiated Instruction (content, process, product)	Assessment Evidence (formative, summative)
Students will be provided with multiple ways to give feedback and to monitor their own progress while building basic scaffolding for next week.	ActivExpressions feedback, class discussion, individual practice and feedback

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Resources: **(weekly materials chosen to support teaching and learning)**	Textbooks	☒	Lab Materials	☐	Other: (List the other resources below.)	
	Audio/Visual Aids	☒	Course Syllabus	☒		
	Handouts	☒	Dictionaries	☐		
	White Boards	☒	Video Clips	☒		
	Electronic Devices	☒	Promethean Board	☒		
	Supplemental Texts	☐	Manipulatives	☐		
	Calculators	☐	Internet (tech)	☐		

Daily Lesson Plan for Monday

Pre-Instructional Activity: **(sponge; bell-ringer; journal; allows attendance to be taken)**	Canterbury Tales Vocab #3
Opening (ENGAGE): **(introduces the lesson; summarizes previous lesson; clarifies misconceptions)**	Wandering Jew articles on their desks
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE): **(contains the mini lesson; allows students to practice concept; assesses student learning)**	Complete Pardoner's Tale questions; turn in. Mrs. Firth begins to introduce Literary Criticism.
Closing (EVALUATE): **(summarizes lesson; ensures understanding; clarifies misconceptions)**	Recall details from TCT that correspond with literary schools.

Daily Lesson Plan for Tuesday

Pre-Instructional Activity:	Canterbury Tales Vocab #3
Opening (ENGAGE):	Review from yesterday
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	Continue Intro to LitCrit
Closing (EVALUATE):	Recall details from TCT that correspond with literary schools

Daily Lesson Plan for Wednesday

Pre-Instructional Activity:	Canterbury Tales Vocab #3
Opening (ENGAGE):	Split into groups according to chart on board
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	Read fairy tale in group folder. Draft thesis statement for LitCrit. (ACC: 1 statement, GIF: 6 statements)

Components of this lesson plan may change according to the needs of the students.

Closing (EVALUATE):	Share thesis statements, time permitting

Daily Lesson Plan for Thursday	
Pre-Instructional Activity:	Canterbury Tales Vocab #3
Opening (ENGAGE):	Intro to Guest Speaker from Mercer Psychology Dept
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	Guest lecture from PhD candidate at Mercer (this is actually happening during 4th period on Wednesday; lecture will be a video for all other classes; 4th period will do Wednesday's lesson today)
Closing (EVALUATE):	Brainstorm ways to use info from lecture for Psychoanalytical LitCrit

Daily Lesson Plan for Friday	
Pre-Instructional Activity:	Study time
Opening (ENGAGE):	Canterbury Tales Vocab Quiz #3
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	Finish thesis drafting in small groups
Closing (EVALUATE):	Share thesis; watch Firth edit live on board