



# DCSD Instructional Planning Instrument

## Focus on Teaching and Learning



School Name:	Lakeside High School		
Weekly Components			
<b>Teacher:</b>	Mary Firth	<b>Week of:</b>	<b>Unit Implementation Week:</b>
<b>Co-Teacher/Para:</b>		Oct 2 - 4	9
<b>Course:</b>	British Literature	<b>Unit Name:</b>	
		Unit 1 Anglo-Saxon/Middle Ages	
<b>Priority Standards:</b> <i>(content specific)</i>	<p>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.</p>		
	<p>ELAGSE11-12W3: WRITE narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. USE narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. USE precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. PROVIDE a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
	<p>ELAGSE11-12W9: DRAW evidence from literary or informational texts to SUPPORT analysis, reflection, and research.</p> <p>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”).</p> <p>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.</p>		
<b>Supporting Standards:</b> <i>(content specific)</i>	<p>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.</p>		
	<p>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.</p>		
	<p>ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>		
	<p>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.</p>		
	<p>ELAGSE11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,</p>		



	<p>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p>
<b>Non-Content Standards:</b> (WIDA, interdisciplinary standards, literacy, etc.)	
<b>Learning Targets:</b> (what learners will be able to do at the end of the learning activity)	<p>Understand the Analyze historical, literary, and linguistic context of Anglo-Saxon literature.</p> <ul style="list-style-type: none"> <li>• Write</li> <li>• Create</li> <li>• Provide</li> <li>• Draw</li> <li>• Support</li> </ul>
<b>Essential Question(s):</b> (address philosophical foundations; contain multiple answers; provoke inquiry)	<ol style="list-style-type: none"> <li>1. How do the themes from the literature of the Anglo-Saxon period reflect the society?</li> <li>2. How is the epic hero a reflection of his society?</li> <li>3. What role does religion play in the lives of the people of the Anglo-Saxon and Medieval periods?</li> </ol>
<b>Big Idea(s):</b> (main ideas, foundational understandings, conclusions, or generalizations)	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<b>Academic Vocabulary:</b>	<p>Elegy Epic Epic Hero Epic Poem</p>

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	In medias res Symbol Foil Quest Frame story Characterization (direct/indirect)								
	Heroism Loyalty Fate vs. Faith Patriarchal society Hierarchical society Exile Christianity Paganism Language Flying Transience of Life								
<b>STEM/STEAM/ Interdisciplinary Integration:</b>	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								
<b>Engaging Performance Scenario:</b>									
<i><b>In the areas below, place an “X” in the box(es) to indicate the selected strategies and resources.</b></i>									
<b>Research-Based Instructional Strategies: (weekly strategies chosen to guide teaching and learning)</b>	<b>OPENING: Engaging Instructional Activity</b>	Activate Prior Knowledge	<input checked="" type="checkbox"/>	Questioning (Raises questions)	<input checked="" type="checkbox"/>	Clarify Previous Lesson	<input checked="" type="checkbox"/>	Phenomenon	<input type="checkbox"/>
		Provide Feedback	<input type="checkbox"/>	Scaffold Instruction	<input type="checkbox"/>	Create Interest	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>
	<b>WORK PERIOD: Exploring, Explaining, Extending, and Elaborating</b>	Facilitate Learning	<input type="checkbox"/>	Academic Discussions	<input checked="" type="checkbox"/>	Cooperative Learning	<input type="checkbox"/>	Other:	<input type="checkbox"/>
		Demonstrate/ Model	<input type="checkbox"/>	Generating and Testing Hypotheses	<input type="checkbox"/>	Independent Learning	<input type="checkbox"/>	Other:	<input type="checkbox"/>
		Explain/Apply/Extend concepts and skills	<input checked="" type="checkbox"/>	High-Level Questioning	<input checked="" type="checkbox"/>	Interdisciplinary Writing	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	<b>CLOSING: Evaluating</b>	Summarize Lesson	<input checked="" type="checkbox"/>	Provide Alternate Explanations	<input type="checkbox"/>	Respond to EQs	<input type="checkbox"/>	Other:	<input type="checkbox"/>
		Allow students to assess their own learning	<input type="checkbox"/>	Quick Write	<input type="checkbox"/>	3-2-1/K-W-L	<input type="checkbox"/>	Other:	<input checked="" type="checkbox"/>

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<b>21<sup>st</sup> Century Learning Skills:</b> <i>(weekly strategies chosen to guide student engagement)</i>	Teamwork and Collaboration	<input type="checkbox"/>	Innovation and Creativity	<input type="checkbox"/>	Accessing and Analyzing Information	<input type="checkbox"/>
	Initiative and Leadership	<input type="checkbox"/>	Critical Thinking and Problem Solving	<input checked="" type="checkbox"/>	Effective oral and Written Communication	<input checked="" type="checkbox"/>
	Curiosity and Imagination	<input checked="" type="checkbox"/>	Flexibility and Adaptability	<input type="checkbox"/>	Other:	<input type="checkbox"/>
<b>Intervention Strategies</b>						
<b>Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom</b>		<b>Specially Designed Instruction for Exceptional Education Students</b>			<b>Strategies for English Language Learners</b>	
<input type="checkbox"/>	Re-Voicing	<input type="checkbox"/>	Conferencing	<input type="checkbox"/>	Visuals/Realia	
<input checked="" type="checkbox"/>	Explaining	<input type="checkbox"/>	Additional time	<input type="checkbox"/>	Front-loading	
<input checked="" type="checkbox"/>	Prompting for Participation	<input checked="" type="checkbox"/>	Small group collaboration	<input type="checkbox"/>	Echoing/Choral response	
<input type="checkbox"/>	Challenging or countering	<input type="checkbox"/>	Modify quantity of work	<input type="checkbox"/>	Color-coding	
<input checked="" type="checkbox"/>	Asking "Why?" "How"	<input type="checkbox"/>	Take student's dictation	<input type="checkbox"/>	Multiple exposures in different media	
<input type="checkbox"/>	Reread	<input type="checkbox"/>	Scaffold information	<input type="checkbox"/>	Pair-share	
<input checked="" type="checkbox"/>	Practice new academic vocabulary	<input type="checkbox"/>	Differentiated content/process/product	<input type="checkbox"/>	Modeling	
<input checked="" type="checkbox"/>	Assistive technology	<input type="checkbox"/>	Consistent reward system	<input type="checkbox"/>	Language scaffolds: eg, sentence frames	
<input type="checkbox"/>	Pre-teach & re-teach in a different way	<input type="checkbox"/>	Refer to students' IEP or 504 plan	<input type="checkbox"/>	Deconstruct complex sentences	
<input checked="" type="checkbox"/>	Use of manipulatives	<input checked="" type="checkbox"/>	Assistive technology	<input type="checkbox"/>	Increase student-to-student talk	
<input type="checkbox"/>	Collaborative work	<input type="checkbox"/>		<input type="checkbox"/>	Strategies vocabulary instruction	
<input type="checkbox"/>	Create differentiated text sets	<input type="checkbox"/>		<input type="checkbox"/>	Additional think time	
<b>Gifted – Extensions for Learning</b>						
<b>Tier 1</b>						
<input type="checkbox"/>	Flexible-Learning Groups	<input checked="" type="checkbox"/>	Varied Pacing with Anchor Options	<input checked="" type="checkbox"/>	Varied Supplemental Materials	
<input checked="" type="checkbox"/>	Choice of Books	<input type="checkbox"/>	Work Alone or Together	<input type="checkbox"/>	Computer Mentors	
<input type="checkbox"/>	Homework Options	<input checked="" type="checkbox"/>	Flexible Seating	<input type="checkbox"/>	Think-Pair-Share	
<input type="checkbox"/>	Use of Reading Buddies	<input type="checkbox"/>	Varied Scaffolding	<input type="checkbox"/>	Open-ended Activities	
<input type="checkbox"/>	Various Journal Prompts	<input type="checkbox"/>	Varied Computer Programs	<input checked="" type="checkbox"/>	Explorations by Interest	
<input type="checkbox"/>	Student/Teacher Goal Setting	<input type="checkbox"/>	Design-A-DAY	<input checked="" type="checkbox"/>	Options for Competition	
<b>Tier 2</b>						
<input checked="" type="checkbox"/>	Gifted Edu. Cluster Classes	<input type="checkbox"/>	Alternative Assessments	<input type="checkbox"/>	Community Mentorships	
<input type="checkbox"/>	Gifted Edu. Collaboration Classes	<input type="checkbox"/>	Subject Advancement within class	<input type="checkbox"/>	Stations	
<input type="checkbox"/>	Tiered Activities and Products	<input type="checkbox"/>	Curriculum Compacting	<input type="checkbox"/>	Group Investigations	
<input type="checkbox"/>	Use of Literature Clubs	<input type="checkbox"/>	Tiered Centers	<input checked="" type="checkbox"/>	Assess Students in Multiple Ways	
<input checked="" type="checkbox"/>	Multiple Testing Options	<input type="checkbox"/>	Spelling by Readiness	<input type="checkbox"/>	Student choice	
<input checked="" type="checkbox"/>	Multiple Texts	<input type="checkbox"/>	Varying Organizers	<input type="checkbox"/>	Simulations	
<b>Tier 3</b>			<b>Tier 4</b>			
<input checked="" type="checkbox"/>	Advanced Content (all core content)		<input checked="" type="checkbox"/>	Above grade level accelerated (all core content)		
<input type="checkbox"/>	Resource Classes		<input type="checkbox"/>	Advanced Placement Classes		
<input type="checkbox"/>	Independent/Directed Study		<input type="checkbox"/>	International Baccalaureate Classes		
<input type="checkbox"/>	Socratic Seminars		<input type="checkbox"/>	Internship/Mentorships		
<b>Differentiated Instruction (content, process, product)</b>			<b>Assessment Evidence (formative, summative)</b>			
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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<b>Resources:</b> (weekly materials chosen to support teaching and learning)	Textbooks	<input checked="" type="checkbox"/>	Lab Materials	<input type="checkbox"/>	Other: (List the other resources below.)
	Audio/Visual Aids	<input checked="" type="checkbox"/>	Course Syllabus	<input checked="" type="checkbox"/>	
	Handouts	<input checked="" type="checkbox"/>	Dictionaries	<input type="checkbox"/>	
	White Boards	<input checked="" type="checkbox"/>	Video Clips	<input checked="" type="checkbox"/>	
	Electronic Devices	<input checked="" type="checkbox"/>	Promethean Board	<input checked="" type="checkbox"/>	
	Supplemental Texts	<input type="checkbox"/>	Manipulatives	<input type="checkbox"/>	
	Calculators	<input type="checkbox"/>	Internet (tech)	<input type="checkbox"/>	
<b>Daily Lesson Plan for Monday</b>					
<b>Pre-Instructional Activity:</b> (sponge; bell-ringer; journal; allows attendance to be taken)	What do women want?				
<b>Opening (ENGAGE):</b> (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	Discussion of pre-instructional question				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b> (contains the mini lesson; allows students to practice concept; assesses student learning)	Read "Wife of Bath's Tale" together as group				
<b>Closing (EVALUATE):</b> (summarizes lesson; ensures understanding; clarifies misconceptions)	Students will contribute to group notes on board				
<b>Daily Lesson Plan for Tuesday</b>					
<b>Pre-Instructional Activity:</b>	How does the narrator change the narrative?				
<b>Opening (ENGAGE):</b>	Discuss pre-instructional question				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Finish reading WOB's tale as group				
<b>Closing (EVALUATE):</b>	Students will evaluate Chaucer's intentions for Allisoun's character				
<b>Daily Lesson Plan for Wednesday</b>					
<b>Pre-Instructional Activity:</b>	Allegory definition				
<b>Opening (ENGAGE):</b>	What are other allegorical stories?				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Read "The Pardoner's Tale" in small groups, answer questions				



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<b>Closing (EVALUATE):</b>	Turn in group assignments
<b>Daily Lesson Plan for Thursday</b>	
<b>Pre-Instructional Activity:</b>	
<b>Opening (ENGAGE):</b>	No school
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	
<b>Closing (EVALUATE):</b>	
<b>Daily Lesson Plan for Friday</b>	
<b>Pre-Instructional Activity:</b>	
<b>Opening (ENGAGE):</b>	No school
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	
<b>Closing (EVALUATE):</b>	