School Name:	Lakeside High School

Weekly Components			
Teacher: **Co-Teacher/Para:**	Mary Firth	**Week of:**	**Unit Implementation Week:**
		Oct 23-27	12
Course:	British Literature	**Unit Name:**	
		Unit 2 The Renaissance	

Priority Standards: (content specific)	ELAGSE11-12RI3: ANALYZE a complex set of ideas or sequence of events and EXPLAIN how specific individuals, ideas, or events interact and develop over the course of the text. ELAGSE11-12W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE11-12W5: DEVELOP and STRENGTHEN writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Supporting Standards: (content specific)	ELAGSE11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors. ELAGSE11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. 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. ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; b. Apply an understanding of syntax to the study of complex texts when reading. ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Non-Content Standards: (WIDA, interdisciplinary standards, literacy, etc.)	

Learning Targets: (what learners will be able to do at the end of the learning activity)	Varies from day to day
Essential Question(s): (address philosophical foundations; contain multiple answers; provoke inquiry)	1. How can I relate the works of the Renaissance to the changes in the period in British history? 2. How did religion impact English life during the 1500s? 3. How can literature be used to incite conversations on criticism of the social institutions of the period?
Big Idea(s): (main ideas, foundational understandings, conclusions, or generalizations)	The works of the Renaissance served as historical documentation of the events that took place during its time period. By allowing the infusion of Greek and Roman mythology and the impact the literature had on religion, the philosophical and psychological impact of the people became a catalyst for the changes in British history. Poets' and playwrights' constant blend of Christianity and Greek and Roman mythology over people's fictional worlds often affected their realities. With the rise of humanism, Renaissance writers' true feelings about religion were on display. By infusing cultural and societal references throughout even the most serious plays, authors are able to incite conversations about inequalities from a merchant level to that of nobility. During the Renaissance period, the rise of merchants and the rise of humanism gave way for playwrights to blend tales from classical mythology to suggest indirect comparisons. Where politics proved intolerant, literature allowed the societal issues of the day to appear, if not more understandable, then more palatable.
Academic Vocabulary:	Analyze Explain Allusion Aside Climax Drama Dramatic irony Exposition Falling Action Plot Structure Rising Action Symmetry Aside Blank Verse Catastrophe Catharsis Chorus Comedy Comic Relief Equivocator Fatal Flaw Iambic pentameter Iambic tetrameter Monologue Oral tradition Soliloquy Sonnet Tragedy Tragic hero
STEM/STEAM/ Interdisciplinary Integration:	Science and Technology – Influence of scientific thought and invention on society and the Rise of the Self (certainly pertinent today)
Engaging Performance Scenario:	My students will write literary criticism essays using one of the major schools of literary theory to create and defend an explanation for a literary curiosity.

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:	☒

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

DCSD Instructional Planning Instrument
Focus on Teaching and Learning

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

☒	Advanced Content (all core content)
☐	Resource Classes
☐	Independent/Directed Study
☐	Socratic Seminars

Tier 4

☒	Above grade level accelerated (all core content)
☐	Advanced Placement Classes
☐	International Baccalaureate Classes
☐	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

DCSD Instructional Planning Instrument
Focus on Teaching and Learning

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 #4
Opening (ENGAGE): (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	Rousing review of "Get Up and Bar the Door"
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE): (contains the mini lesson; allows students to practice concept; assesses student learning)	Unit 1 Post-Test
Closing (EVALUATE): (summarizes lesson; ensures understanding; clarifies misconceptions)	None

Daily Lesson Plan for Tuesday

Pre-Instructional Activity:	Canterbury Tales Vocab #4
Opening (ENGAGE):	Catch up with groups, adjust seating, review stories
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	Share and revise group Grimm Fairy Tale thesis statements on the board
Closing (EVALUATE):	Begin drafting thesis statements for term paper

Daily Lesson Plan for Wednesday

Pre-Instructional Activity:	Canterbury Tales Vocab #4
Opening (ENGAGE):	Review thesis statements from Tuesday's classes
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	BBC video of Canterbury Tales (EOC testing for a lot of students)

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

Closing (EVALUATE):	Ask for ideas about thesis statements

Daily Lesson Plan for Thursday	
Pre-Instructional Activity:	Canterbury Tales Vocab #4
Opening (ENGAGE):	Review thesis statements with students who were out for EOC
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	BBC video or guest lecture, depending on class and attendance
Closing (EVALUATE):	Suggest thesis ideas?

Daily Lesson Plan for Friday	
Pre-Instructional Activity:	Study time
Opening (ENGAGE):	Canterbury Tales Vocab Quiz #4
Work Period (EXPLORE/EXPLAIN/ EXTEND/ELABORATE):	BBC video
Closing (EVALUATE):	Share example litcrit paper from last year