



# DCSD Instructional Planning Instrument

## Focus on Teaching and Learning



School Name: Lakeside High School							
Weekly Components							
Teacher: Co-Teacher/Para:	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Mary Firth</td> <td style="width: 20%; text-align: center;">Week of:</td> <td style="width: 20%; text-align: center;">Unit Implementation Week:</td> </tr> <tr> <td></td> <td style="text-align: center;">Nov 13-17</td> <td style="text-align: center;">15</td> </tr> </table>	Mary Firth	Week of:	Unit Implementation Week:		Nov 13-17	15
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	Nov 13-17	15					
Course:	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">British Literature</td> <td style="width: 40%; text-align: center;">Unit Name:</td> </tr> <tr> <td></td> <td style="text-align: center;">Unit 2 The Renaissance</td> </tr> </table>	British Literature	Unit Name:		Unit 2 The Renaissance		
British Literature	Unit Name:						
	Unit 2 The Renaissance						
Priority Standards: <i>(content specific)</i>	<p>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.</p> <p>ELAGSE11-12W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>						
Supporting Standards: <i>(content specific)</i>	<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</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>ELAGSE11-12SL1: 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.</p> <p>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.</p> <p>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.</p>						
Non-Content Standards: <i>(WIDA, interdisciplinary standards, literacy, etc.)</i>							

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<b>Learning Targets:</b> <i>(what learners will be able to do at the end of the learning activity)</i>	Understand the Analyze historical, literary, and linguistic context of Renaissance literature. <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> <i>(address philosophical foundations; contain multiple answers; provoke inquiry)</i>	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?				
<b>Big Idea(s):</b> <i>(main ideas, foundational understandings, conclusions, or generalizations)</i>	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.				
<b>Academic Vocabulary:</b>	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				
<b>STEM/STEAM/ Interdisciplinary Integration:</b>	Science and Technology – Influence of scientific thought and invention on society and the Rise of the Self (certainly pertinent today)				
<b>Engaging Performance Scenario:</b>	<i>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.</i>				
<b><i>In the areas below, place an "X" in the box(es) to indicate the selected strategies and resources.</i></b>					
<b>Research-Based Instructional Strategies:</b> <i>(weekly strategies chosen to guide teaching and learning)</i>	<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 type="checkbox"/>	Other: <input checked="" type="checkbox"/>
	<b>WORK PERIOD: Exploring, Explaining, Extending, and Elaborating</b>	Facilitate Learning <input type="checkbox"/>	Academic Discussions <input type="checkbox"/>	Cooperative Learning <input checked="" 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 type="checkbox"/>	Interdisciplinary Writing <input checked="" 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> (weekly strategies chosen to guide student engagement)	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)	Hamlet Vocab #3				
<b>Opening (ENGAGE):</b> (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	Recap what we read in Act I last week, review standards for the day				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b> (contains the mini lesson; allows students to practice concept; assesses student learning)	<p>If unfinished from Friday, we will finish the intense Close Reading section from I.ii and students will turn in documentation.</p> <p>Otherwise, students will read Act I.iii aloud in class, taking notes on study guide as we go. GIF will read original text with occasional summaries and ACC will read No Fear text with occasional focus on famous/critical sections from original text.</p>				
<b>Closing (EVALUATE):</b> (summarizes lesson; ensures understanding; clarifies misconceptions)	Draw conclusions about what kind of people Laertes, Ophelia, and Polonius are.				
<b>Daily Lesson Plan for Tuesday</b>					
<b>Pre-Instructional Activity:</b>	Hamlet Vocab #3				
<b>Opening (ENGAGE):</b>	Recap I.iii, review standards for the day				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Students will read from Hamlet I.iv with assigned parts; GIF will read original text with occasional summaries and ACC will read No Fear text with occasional focus on famous/critical sections from original text				
<b>Closing (EVALUATE):</b>	Check in on Hamlet Act I Study Guide				
<b>Daily Lesson Plan for Wednesday</b>					
<b>Pre-Instructional Activity:</b>	Hamlet Vocab #3				
<b>Opening (ENGAGE):</b>	Review standards for the day, recap yesterday				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Students will read from Hamlet I.v with assigned parts; GIF will read original text with occasional summaries and ACC will read No Fear text with occasional focus on famous/critical sections from original text				

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<b>Closing (EVALUATE):</b>	Finish Hamlet Act I Study Guide
<b>Daily Lesson Plan for Thursday</b>	
<b>Pre-Instructional Activity:</b>	Hamlet Vocab #3
<b>Opening (ENGAGE):</b>	Sub will go over vocab words
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Students will watch Act I of Hamlet in the Kenneth Branagh version, taking notes on provided comparison document
<b>Closing (EVALUATE):</b>	N/A
<b>Daily Lesson Plan for Friday</b>	
<b>Pre-Instructional Activity:</b>	Study time
<b>Opening (ENGAGE):</b>	Hamlet Vocab Quiz #3
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Finish the Branagh Hamlet Act I
<b>Closing (EVALUATE):</b>	Complete/turn in comparison document (anticipation vs. reality) at end of class