



DCSD Instructional Planning Instrument

Focus on Teaching and Learning



School Name:	Lakeside High School		
Weekly Components			
Teacher:	Mary Firth	Week of:	Unit Implementation Week:
Co-Teacher/Para:		Jan 8-12	1
Course:	British Literature	Unit Name:	
		Unit 3 The 17 th & 18 th Century	
Priority Standards: <i>(content specific)</i>	<p>ELAGSE11-12RL9: DEMONSTRATE knowledge of eighteenth-, nineteenth- and early twentieth century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</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>ELAGSE11-12W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE11-12W6: USE technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>		
Supporting Standards: <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>ELAGSE11-12RL7: 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. (Include at least one play by Shakespeare as well as one play by an American</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> <p>ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</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>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</p>		

DCSD Instructional Planning Instrument

Focus on Teaching and Learning



	<p>others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b) Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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>ELAGSE11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>
Non-Content Standards: (WIDA, interdisciplinary standards, literacy, etc.)	
Learning Targets: (what learners will be able to do at the end of the learning activity)	<p>ELASGE11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems.</p> <p>ELAGSE11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grade 12 CCR text complexity band independently and proficiently.</p> <p>ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Essential Question(s): (address philosophical foundations; contain multiple answers; provoke inquiry)	<ol style="list-style-type: none"> 1. How do the historical and cultural influences of the 17th and 18th century impact the literature of the time? 2. How did the 17th century authors address societal imperfections (social, political and/or religious) through the literature? 3. How do the works of The Age of Enlightenment (sometimes called The Age of Reason—Approx. 1715 - 1789) convey the relationship between reason and emotion?
Big Idea(s): (main ideas, foundational understandings, conclusions, or generalizations)	<ol style="list-style-type: none"> 1. The literature of this period is a symbolic representation of the culture, religion, and the politics of the era. In the early seventeenth century, poets like John Donne and Ben Jonson, led the shift towards “new” poetic genres, including classical elegy and satire, epigram, verse epistle, meditative religious lyric, and the country-house poem. 2. Societal imperfections were made evident through the point of view and characterization of multiple characters in 17th and 18th century texts. The texts spoke to the anger, angst, and concern of the society at the time. 3. The works of the Enlightenment period conveyed the relationship between reason and emotion by allowing the intellectual and philosophical perspectives to dominate. Philosophical perspective was founded through an emotional understanding of logic.



Academic Vocabulary:	<p>Allusion Audience Lyric Poetry Metaphor Purpose Rhyme Rhythm Task Writing Process</p> <p>Age of Reason Author's Intent Conversational Poetry Emotionalism Enlightenment Exaggeration Gothicism Human Rights Humor Hyperbole Idealism Imagination Individualism Industrialization Irony Metaphysical Poetry Narrative Devices Naturalism Nature Elements Pastoral vs. Urbanization Personification Rebellion Revolution Ridicule Invective Inversion Romanticism Romanticism vs. Realism Sarcasm Satire Science & Rationalization Supernatural Elements Symbolism Transcendentalism Understatement</p>							
STEM/STEAM/ Interdisciplinary Integration:	<p>Social Science – Connections to the themes of war and alienation and how modern man is or will cope with these changes.</p> <p>The Arts – Poetry, fine arts, and music combine to express universal themes.</p>							
Engaging Performance Scenario:	<p>My students will analyze a literary biographical piece of Samuel Pepys, identify primary vs. secondary sources, and then research/write/create literary biographies of their classmates.</p>							
<i>In the areas below, place an "X" in the box(es) to indicate the selected strategies and resources.</i>								
OPENING: Engaging Instructional Activity	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"/>
	Facilitate Learning	<input type="checkbox"/>	Academic Discussions	<input checked="" type="checkbox"/>	Cooperative Learning	<input type="checkbox"/>	Other:	<input type="checkbox"/>



DCSD Instructional Planning Instrument Focus on Teaching and Learning



Research-Based Instructional Strategies: <i>(weekly strategies chosen to guide teaching and learning)</i>	WORK PERIOD: Exploring, Explaining, Extending, and Elaborating	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"/>
	CLOSING: Evaluating	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"/>

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.



DCSD Instructional Planning Instrument

Focus on Teaching and Learning



21st Century Learning Skills: (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"/>
Intervention Strategies						
Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students			Strategies for English Language Learners	
<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	
Gifted – Extensions for Learning						
Tier 1						
<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	
Tier 2						
<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	
Tier 3			Tier 4			
<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		
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	<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"/>	
Daily Lesson Plan for Monday					
Pre-Instructional Activity: (sponge; bell-ringer; journal; allows attendance to be taken)	Restoration Period Vocab #1				
Opening (ENGAGE): (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	Summarize Donne from Thurs-Fri, review standards				
Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE): (contains the mini lesson; allows students to practice concept; assesses student learning)	Read/analyze John Donne's "The Flea"				
Closing (EVALUATE): (summarizes lesson; ensures understanding; clarifies misconceptions)	Quick check on annotation, submit for grade				
Daily Lesson Plan for Tuesday					
Pre-Instructional Activity:	Restoration Period Vocab #1				
Opening (ENGAGE):	Review standards				
Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):	Read/analyze John Donne's "Holy Sonnet X" and "Holy Sonnet XIV"				
Closing (EVALUATE):	Quick check on annotation, submit for grade				
Daily Lesson Plan for Wednesday					
Pre-Instructional Activity:	Restoration Period Vocab #1				
Opening (ENGAGE):	Summarize Donne from yesterday, review standards				
Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):	Intro to Restoration/Enlightenment/Neoclassical Period				



DCSD Instructional Planning Instrument Focus on Teaching and Learning



Closing (EVALUATE):	Note check
Daily Lesson Plan for Thursday	
Pre-Instructional Activity:	Restoration Period Vocab #1
Opening (ENGAGE):	Recap yesterday, review standards
Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):	Continue Intro to Restoration/Enlightenment/Neoclassical Period, begin Marvell's "To His Coy Mistress"
Closing (EVALUATE):	Marvell comp questions
Daily Lesson Plan for Friday	
Pre-Instructional Activity:	Review standards
Opening (ENGAGE):	N/A
Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):	Restoration Period Vocab Quiz #1
Closing (EVALUATE):	Continue Marvell, begin Herrick's "To the Virgins"