



# 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>		March 12-16	10
<b>Course:</b>	British Literature	<b>Unit Name:</b>	
		Unit 4: 19 <sup>th</sup> & 20 <sup>th</sup> Century Literature	
<b>Priority Standards:</b> <i>(content specific)</i>	<p>ELAGSE11-12W1: WRITE arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELAGSE11-12W7: CONDUCT short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; SYNTHESIZE multiple sources on the subject, demonstrating understanding of the subject under investigation.</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>ELAGSE11-12RL2: 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>ELAGSE11-12RI1: 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>ELAGSE11-12RI7: 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>ELAGSE11-12W4: 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> <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> <p>ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</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 of formal and informal tasks.</p> <p>ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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>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>
<b>Essential Question(s):</b> (address philosophical foundations; contain multiple answers; provoke inquiry)	<ol style="list-style-type: none"> <li>1. What is the significance of the authors of the 19th and 20th centuries developing characters and conflicts that are universally and culturally bound?</li> <li>2. What is the connection between man and nature as it is revealed in 18th century literature?</li> <li>3. Why is it important for the themes of the period to be reflected in the media and society today?</li> </ol>
<b>Big Idea(s):</b> (main ideas, foundational understandings, conclusions, or generalizations)	<ol style="list-style-type: none"> <li>1. British authors of the 19th &amp; 20th centuries developed characters and conflicts that are both universal and timeless and because the works of the period were mainly in reaction to the political, social and economic events of the time, the characters and conflicts appear to be bound to a variety of cultures and time periods.</li> <li>2. The 18th century in Europe was The Age of Enlightenment and literature explored themes of social upheaval, reversals of personal status, political satire, geographical exploration and the comparison between the natural state of man and the civilized state of man.</li> <li>3. The themes of the 19th and 20th centuries are very evident in our global and political society today, and the importance of their presence continues to inform societal responses.</li> </ol>
<b>Academic Vocabulary:</b>	<p>Scholarly MLA Google Google Scholar Annotation Bibliography Allegory Symbol Satire Paradox</p>

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	<p>Frame Narrative Irony (Verbal/Dramatic/Situational) Characterization Symbolism Theme Tone Imagery Plot Setting Satire Sarcasm Figurative Language</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 search for Byronic Heroes in Romantic and Victorian literature, ultimately creating a Byronic Hero of their own and presenting him to the class.</p>								
<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 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/Ex tend 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> (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)	Romantic Period Vocab #1				
<b>Opening (ENGAGE):</b> (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	Restoration Period Unit Exam				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b> (contains the mini lesson; allows students to practice concept; assesses student learning)	Unit 4 Post-Test DCSD Assessment				
<b>Closing (EVALUATE):</b> (summarizes lesson; ensures understanding; clarifies misconceptions)	collapse				
<b>Daily Lesson Plan for Tuesday</b>					
<b>Pre-Instructional Activity:</b>	Romantic Period Vocab #1				
<b>Opening (ENGAGE):</b>	Romantic painting				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Intro to Romantic Period (lecture)				
<b>Closing (EVALUATE):</b>	make predictions				
<b>Daily Lesson Plan for Wednesday</b>					
<b>Pre-Instructional Activity:</b>	Romantic Period Vocab #1				
<b>Opening (ENGAGE):</b>	Recap from yesterday				
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Intro to Romantic Period (lecture)				



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<b>Closing (EVALUATE):</b>	Q&A about Coleridge (Virtual Learning Assignment #2)
<b>Daily Lesson Plan for Thursday</b>	
<b>Pre-Instructional Activity:</b>	Romantic Period Vocab #1
<b>Opening (ENGAGE):</b>	Would we be better off without cell phones?
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Read/annotate "The World Is Too Much with Us"
<b>Closing (EVALUATE):</b>	Turn in annotation
<b>Daily Lesson Plan for Friday</b>	
<b>Pre-Instructional Activity:</b>	study for vocab quiz
<b>Opening (ENGAGE):</b>	Questions about Bio Project
<b>Work Period (EXPLORE/EXPLAIN/EXTEND/ELABORATE):</b>	Quiz, then "Rime of the Ancient Mariner" choral/group reading assignments
<b>Closing (EVALUATE):</b>	n/a