Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Ms. Brown

Subject: British Literature

Course: 12th Grade

09/01/25 - 09/05/25

Standards: 12.T.T.1.a, 12.T.T.1.b, 12.T.T.1.c, 12.T.T.1.d

Assessment: Formative – Exit Tickets, Quick Writes, Reciprocal Teaching, Debate; Summative – Project Step 3-A Written Responses on Conflict and Chivalric Code

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y'ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)
9/1	Holiday							0
9/2	MAP Testing							0
9/3	I can identify examples of internal and external conflict in Le Morte d'Arthur (50-55).	SC1: I can distinguish between internal and external conflict. SC2: I can cite textual evidence to support my identification.	Quick Write: 'Describe a time when you felt conflicted within yourself or with others. Which was harder?'	Think-Aloud while reading and annotating a short passage where Arthur faces external battle vs. internal loyalty conflict.	Graphic Organizer (Guided): Teacher models a T-chart for internal vs. external conflict; class adds examples together.	Collaborative Annotation: In groups, complete T-chart to label conflicts in a new passage (internal/external).	Select best evidence from Conflict Graphic Organizer to complete CER response.	Project Step 3-A T-Chart response & Share Out: Did Arthur's decision uphold the code of chivalry? What heroic trait is revealed, and was this the right decision?
9/4	MAP Testing							0
9/5	I can analyze whether the chivalric code shapes characters' actions in Le Morte d'Arthur (55-59) as demonstrated by internal/external conflicts.	SC1: I can compare actions to aspects of the chivalric code. SC2: I can evaluate impact of code on knight's motivations/decisions.	Anticipation Guide: True/False statements about loyalty, honor, and duty.	Direct Instruction (EDI) mini-lesson on the principles of chivalry (honor, loyalty, service).	Reciprocal Teaching: Students rotate roles with a passage showing knightly duty.	Team Problem Solving: Groups discuss 'What should a knight do if loyalty to king conflicts with loyalty to friend?'	One CER response to how a knight's decisions and actions are guided by the chivalric code.	Project Step 3-A T-chart response & Share Out:Did Sir Lancelot's decision uphold the code of chivalry? What heroic trait is revealed, and was this the right decision?