Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26
Teacher: Ms. Brown
Subject: British Literature
Course: 12th Grade
09/08/25 - 09/12/25
Standards: ELAGSE11RL3, ELAGSE11RL5, ELAGSE11SL1
Assessment: Formative – Exit Tickets, Quick Writes, Reciprocal Teaching; Summative – 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)	Homework
9/8	I can evaluate how conflicts in Le Morte d'Arthur (59-61) reveal tension between personal desire and social duty.	SC1: I can evaluate a character's choice in the context of both conflict and code. SC2: I can defend my evaluation with evidence.	Think-Pair-Share: 'Which is more important: loyalty to self or loyalty to society?'	Modeling with Think-Aloud: Teacher analyzes a knight torn between love and duty (Arthur, Gwenivere and Lancelot love triangle)	Error Analysis: Students read a sample analysis paragraph with flawed evidence use; class revises together.	Jigsaw Strategy: Groups become 'experts' on a specific knight's conflict, then shareout their evaluation with peers.	Short written response evaluating whether a knight's choice was right or wrong.	Project Step 3-A Exit Ticket & Share Out: Respond to Sir Modred's conflict and decision. Did he uphold the code of chivalry? What heroic trait is revealed by his decision? Could he have made a better choice/better uphold Code of Chivalry?	
9/9	I can evaluate how conflicts in Le Morte d'Arthur (61-65) reveal tension between personal desire and social duty.	SC1: I can use textual evidence to support my ideas in discussion. SC2: I can respectfully respond to peers' interpretations.	KWL Chart: 'What I know/want to know about the knight's honor in Arthurian legend.'	Anchor Chart: Teacher and class co-create chart of recurring conflicts and chivalric values from the week.	Prompting & Cueing: Teacher poses probing questions to prepare for mini-debate.	Debate – 'Does the chivalric code help or harm knights in resolving conflicts?'	Reflection Journal: 'Does the chivalric code help or harm knights in resolving conflicts?'	Revisit Learning Target: Students self-assess mastery on scale of 1–4. Project Step 3-A Exit Ticket & Share Out: Respond to Sir Bevidere's conflict and decision. Did he uphold the code of chivalry? What heroic trait is revealed by his decision? Could he have made a better choice/better uphold Code of Chivalry?	

9/10	I can track and compare heroes across multiple works (Project Step 3 B) & begin researching a modern-day hero (Project Step 4).							Complete Project Step 3 B (through Le Morte d'Arthur only) and submit to group folder	0
9/11	I can conduct research for modern-day hero (Project Step 4) and finish heroic comparison across time (Step 3 B).							Completed Step 3 B & Step 4 pages.	Get a head start on what's coming up next week by reading Project Step 5 instructions. PowerPoint designer should have designed/selected and emailed entire
9/12	Ms. Thomas (Senior Counselor) Visit.								Get a head start on what's coming up next week by reading Project Step 5