

Crestwood High School Instructional Lesson Plan			
Teacher: M. Anderson	Course: English 3	Unit: 2- Foundations & Manifesting Destiny	Week of 1/27-1/31/2025
STUDENT PREPARATION - January 29, 2025			
Do Now/ Bellwork	<input type="checkbox"/>	Edmentum Reading Path	
Standard/Indicator	<input type="checkbox"/>	ELA.E3.AOR.1.1	
	<input type="checkbox"/>	ELA.E3.AOR.3.1	
Learning Intention (Objective)	<input type="checkbox"/>	Analyze how the authors consider the needs of their community to build a foundation for societal expectations	
Essential Question	<input type="checkbox"/>	How do leaders consider the needs of the people to shape the foundations of their society?	
CONTENT PRESENTATION			
Concept/Skill Development	<input type="checkbox"/>	foundational document	
	<input type="checkbox"/>	central idea/claim	
	<input type="checkbox"/>	development	
	<input type="checkbox"/>	societal norms/rules	
	<input type="checkbox"/>	historical document	
Guided Practice	<input type="checkbox"/>	Review Context/Notes: Unit 2: Foundations & Manifesting Destiny	
	<input type="checkbox"/>	Introduce and Review "Oppressive" vs. "Representative" Government	
	<input type="checkbox"/>	Read/Annotate: <i>The Declaration of Independence</i> - Thomas Jefferson	
	<input type="checkbox"/>	Identify Claim & Purpose	
Collaborative	<input type="checkbox"/>	Discussion & Active Annotation	
ASSESSMENT	FORMATIVE/SUMMATIVE	MASTERY CHECK (Formative)	
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)	<input type="checkbox"/>	Reflection: Influence is No Government (Oppressive v. Representative Gov.)	
INDEPENDENT PRACTICE			
Independent Practice	<input type="checkbox"/>	Read/Annotate: <i>The Declaration of Independence</i> - Thomas Jefferson	
	<input type="checkbox"/>	Identify Rhetorical Devices (parallelism & extreme language)	
	<input type="checkbox"/>	Collab. Discuss Reflection & Assessment Practice	
	<input type="checkbox"/>	Analyze the Text Questions 1-6	
	<input type="checkbox"/>	Evidence of Grievances & Reasoning Chart	
STUDENTS' USE OF TECHNOLOGY		21 st CENTURY LEARNING	
<input type="checkbox"/>	Schoology	<input type="checkbox"/>	communication
<input type="checkbox"/>	Google Suites	<input type="checkbox"/>	collaboration
<input type="checkbox"/>	Youtube	<input type="checkbox"/>	critical thinking
<input type="checkbox"/>	Edpuzzle	<input type="checkbox"/>	creativity
<input type="checkbox"/>	Quizizz		
<input type="checkbox"/>	Assistive Tech per IEP		
WRITING/READING TO LEARN		ESSENTIAL VOCABULARY	

<input type="checkbox"/> <i>The Declaration of Independence</i> - Thomas Jefferson <input type="checkbox"/> Reflection: Influence Does Note Make a Government <input type="checkbox"/> Annotations (Notice & Note Annotation Prompt Questions)	<input type="checkbox"/> foundational document <input type="checkbox"/> central idea <input type="checkbox"/> development <input type="checkbox"/> societal norms/rules <input type="checkbox"/> historical document <input type="checkbox"/> establish <input type="checkbox"/> affect <input type="checkbox"/> invest <input type="checkbox"/> abdicate
DIFFERENTIATION/MODIFICATION/ PERSONALIZATION (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)	<input type="checkbox"/> notes provided <input type="checkbox"/> repeated instruction/verbal confirm <input type="checkbox"/> pref. seating <input type="checkbox"/> read ahead <input type="checkbox"/> audiobook/audio text <input type="checkbox"/> extended time (1-2 class periods per IEP/504)