

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25








Teacher: Griffin

Subject: ELA

Course: 10th Grade ELA

Grade: 10th

Date(s): September 3-6

Standard:							
Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> Essay Response <input type="checkbox"/> None							
	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 min)
	 Learning Target  Success Criteria 1  Success Criteria 2	Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question	Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*	Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard	Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk	Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio	Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Mon	  LABOR DAY						
Tuesday	 Students are reading arguments.  Students can identify the main parts of an argumentative text.	You have rights that allow you to enjoy your life and to fulfill your potential. But at what point do your rights (or wants) interfere with someone else's? List two examples of times when your rights could clash with those of another person.	"What is an Argument" Khan Academy	n/a	n/a	Before reading the excerpt from Texas v. Johnson Majority Opinion by William Brennan and the excerpt from Texas v. Johnson Dissent, define the following in your own words. <ul style="list-style-type: none"> • seminal documents • precedent • compulsion • implicit • reaffirmation • resilience • sovereignty • summarily While Reading Complete worksheet to record essential information. Record the exact quotes and their location.	Refer to the description of the flag in paragraph 3. Why is a quotation from the Continental Congress at the nation's birth appropriate evidence for this claim?

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Wednesday	 Students are reading arguments. Students are completing and reviewing the asynchronous day work. Students can identify the main parts of an argumentative text. 	*see above	*see above	*see above	*see above	*see above	*see above
Thursday	 Students are learning the basics of argumentative writing including structure and key elements.  Students can analyze the arguments of judges Brennan and Rehnquist.	What is an argument? If someone is writing an argumentative essay or text, what parts does it have? When you finish, review excerpts from Texas vs. Johnson Majority Opinion by William Brennan and Texas vs. Johnson Dissent	“The Structure of Argumentative Writing” (Direct Instruction)	Review: Texas vs. Johnson Majority Opinion by William Brennan and Texas vs. Johnson Dissent: Review Work from Asynchronous Day Probing Questions: <ul style="list-style-type: none"> - What two important principles does Brennan try to balance in his decision? - How does Brennan use a court case from the past (Abrams) to support his claim? - What did the court decide? Why? 	Review argument comparison chart. Discussion <ul style="list-style-type: none"> - How does Rehnquist's quoting from the journal article on page 68 add authority to his argument? - How effective is Rehnquist's evidence? - In his dissent, Chief Justice Rehnquist argues that burning the flag should be illegal. Answer the following: <ul style="list-style-type: none"> - What main reason for protecting the flag does Rehnquist give in paragraph 1? - Why does he provide evidence from the time of the American Revolution to support his reason? - How compelling (convincing or powerful) do you find Rehnquist's argument? Which court opinion is the most convincing? 	Make corrections to your Asynchronous Day work.	Group Discussion: What makes an argument convincing?

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Friday	<p>Students are learning to use words in context.</p> <p>🎯</p> <p>Students can show understanding of vocabulary words and Latin roots.</p> <p>✅</p>	<p>An action taken <i>summarily</i> is done without any formal process of decision-making. What is problematic about punishing someone <i>summarily</i>?</p>	<p>Review: Defining and Using Words in Context</p>	<p>Words in Context Practice:</p> <ol style="list-style-type: none"> 1) When the government uses <i>compulsion</i> to make people behave a certain way, they will be charged with a crime if they do something else. Explain the <i>compulsion</i> regarding the flag in Texas v. Johnson. 2) An idea is implicit in a text if the author assumes readers will understand it even though it is not stated directly. How does Brennan use the state's implicit assumption to support his argument? 	<p>Group Work- Words in Context Practice</p> <ol style="list-style-type: none"> 1) Confirming or stating again that something is correct would be a reaffirmation. Why does Justice Brennan Make the state reaffirmation? 2) A nation has sovereignty if it is able to enforce its laws and protect its independence. Why would it be important for a new nation to have its sovereignty recognized by other nations? 	<p>Complete page 72 in textbook.</p>	<p>Writers express ideas both explicitly and implicitly. Discuss how writers use facts, statistics, examples, and expert opinions as evidence to support their arguments. Then, read the following statements. Find evidence to determine whether the statement is true or false and provide text evidence to support your answer.</p> <ul style="list-style-type: none"> - Brennan respects the opinion of Justice Holmes. (True or False) - Justice Brennan repeatedly uses the word <i>resilience</i> to refer to the United States. The repetition of this word suggests that Brennan believes that our continual return to normalcy means we our country's strength in remaining the same. (True/False)
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