

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

Teacher: Mattice, Bickle, Porter Subject: ELA Course: Brit Lit Grade: 12 Date(s): 01/06

Standard: ELAGSE11-12RI1, ELAGSE11-12RI6

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Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ 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	- 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		
Monday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument	Teacher will review rituals and routines with students after break.			Students will take pretest over romantic/victorian time periods/literature.			
		I can explain the impact of an author's structural choices in the development of the argument.							
									
Tuesday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument	Teacher will discuss with students how spring semester for seniors is different and expectations for success.			Students will complete pretest as needed.			
		I can explain the impact of an author's structural choices in the development of the argument.							
									
Wednesday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument	Students will be assigned groups and receive choose the poem they wish to use for their presentations.	I will specify directions for member roles for the presentations.		Students will read and analyze their poems for figurative language.	The teacher will remind students of how their information will go onto their presentations.		
		I can explain the impact of an author's structural choices in the development of the argument.							
									
Thursday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument	The teacher will thoroughly give direction specifically for the visual representation on their presentations.	The teacher will present a previous student's presentation as a model the current students.		Students will build the Powerpoint slides for their presentations.	The teacher will reiterate the expectations for the presentations.		
		I can explain the impact of an author's structural choices in the development of the argument.							
									
Friday		I am learning to identify an authors use of ethos, pathos, and logos as persuasive elements of their argument	The teacher will explain expectations of students verbal aspects of their presentations.			Students will practice reading their presentations out loud and answering questions that will be given during their presentations.			
		I can explain the impact of an author's structural choices in the development of the argument.							
									

*key literacy strategies