

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): 11/4

Standard: RL4: Understand connotative meanings of words as used in the text.							
Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None							
	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) <i>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>	Collaborative Learning (10 min) <i>*Y'ALL DO</i>	Independent Learning (10 min) <i>*YOU DO</i>	Closing (5 min)
	 Learning Target  Success Criteria 1  Success Criteria 2	<ul style="list-style-type: none"> Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard 	<ul style="list-style-type: none"> Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio 	<ul style="list-style-type: none"> Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 I am learning to analyze connotative	Students will read Act I Scene I of MB and define tragedy by comparing to the	I will explain the difference between a classic comedy/tragedy		Students will see a painting of the scene from an 1800s production and	Students will write the definitions while I explain the history.	Students will explain the tone being set by the first scene.
	 I can analyze connotation in poetry						
							
Tuesday	 I am learning to analyze connotative	Students will name on possibly emerging theme from MBs based on what has been		The class will watch act i of MB. (This version takes place during WW II.)		Students will find five visuals in the movie that represent the change in	Students will write the similarities/differences between the
	 I can analyze a speaker's word						
							
Wednesday	 I am learning how	Students will practice foreshadowing clues with Act II	I will briefly review common symbolic		Students will read Act II scene II of Macbeth		Based on their CL answers, students will answer
	 I can identify subtle,						
							
Thursday	 I am learning how to identify words and	Students will research the biography of the historical figure Macbeth.	The teacher will discuss different lenses to look through when	The class will discuss the essay in the last quiz and the connection		Students will write a short essay about a feminist view of Act II Scene II of	
	 I can define and identify figurative						
							
Friday	 I am learning how to identify words and					Sub Day for Field Trip: Students will answer questions over Act II of MB.	
	 I can define and identify figurative						
							

*key literacy strategies