

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

Teacher: Deloach, Dunn, Griffin Subject: ELA

Course: ---






Grade: 10

Date(s): January 6-10

Standard:

- ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☒ 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
Monday	 I am assessing my knowledge of Unit 4 Standards.	Do Now: Complete the Unit 4 Anticipation Guide	n/a	n/a	n/a	n/a	Unit 4 Pre-Test	Reflection: When is ambition dangerous? When you hear the word "success," who comes to mind? A famous entrepreneur, entertainer, or athlete, maybe? List some examples of successful people in the space provided. What obstacles did any one of those people overcome to reach their goals?.
	 I can identify the main skills and concepts for Unit 4. I can assess my knowledge.							









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Tuesday	 I am assessing my knowledge of Unit 4 Standards.  I can identify the main skills and concepts for Unit 4.  I can assess my knowledge.	Do Now: Complete part 2 of the Anticipation Guide.	n/a	n/a	n/a	Unit 4 Pre-Test	Reflection: Refer to the Unit 4 Anticipation Guide. What areas do you think you need to develop during Unit 4?
Wednesday	 I am learning about the historical and literary contexts for Shakespeare's <i>Macbeth</i> .  I can recall details that define Shakespeare's historical moment.  I can identify the characteristics of Shakespearean tragedy.  I can understand Shakespearean language.  I can analyze drama, character, theme, figurative language.	Think-Pair-Share: Inspirational speaker, politicians, Internet bloggers, tv commercials, print ads, and even ordinary people can all be persuasive. People may be tempted or even convinced to do something based on what they read or listen to, even when they doubt and question the information. What is an example of someone effectively persuaded someone to do something, although it didn't make sense?	Flipped Classroom: Introduction to Shakespeare [Canvas]	Guided Notes: Introduction to Shakespeare [Canvas]	n/a	n/a	Exit Ticket: How do rhetorical devices show up in Shakespeare's <i>Macbeth</i> ? What specific rhetorical devices can we anticipate?





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Thursday	 I am learning to read and analyze Shakespearean drama. I can use my knowledge of figurative language and rhetoric to understand the plot and themes in Macbeth.  I can conduct a close-reading of an excerpt from Macbeth.	Do Now: One of the ways Shakespeare develops Macbeth into a complex character is through using a character foil —characters who provide a striking contrast to another character. A foil, then, can call attention to certain traits of the main character. Preview Act 1. Which character may serve as the foil for the protagonist Macbeth?	Review: Introduction to Shakespeare and <i>Macbeth</i> Summary [Guided Notes- Canvas] Worked Example: Close Reading of <i>Macbeth</i> 1.2. 8-42 (pg. 295-296) [Canvas/In- Class]	Read Aloud: Read <i>Macbeth</i> 1.1-1.2 (pg. 295-297) [In-Class]	n/a	n/a	Exit Ticket: A paradox is an apparent contradiction that reveals a truth. The Witches end the first scene with a paradox: "Fair is foul, and foul is fair." What ways might this contradiction or antithesis become true in the story?
Friday	 I am learning to read and analyze Shakespearean drama. I can use my knowledge of figurative language and rhetoric to understand the plot and themes in Macbeth.  I can conduct a close-reading of an excerpt from <i>Macbeth</i> .	Quick Write: What is the purpose of the first short scene? Explain your answer.	Summary of <i>Macbeth</i> 1.3-1.5 (pg. 297-305) [Canvas/Textbook] Close Reading of 1.3.48-78 (pg. 298-299) [Worked Example]	Read Aloud: <i>Macbeth</i> 1.3-1.5 (pg. 297-303) (Canvas/Textbook) Close Reading of 1.3.128-142 (pg. 300-301) [In-Class]	Close Reading of 1.5.12-51 (pg. 303-304)	n/a	Read 1.5.58-67. Is the statement below true or false? <i>Lady Macbeth is telling Macbeth that King Duncan will not live to see tomorrow. She says that Macbeth's face reveals his thoughts and that he needs to hide his true intentions. She advises him to appear powerful and threatening like a snake. She tells him to devise a plan for killing Duncan, which will give them power and control over their future.</i>