

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Griffin

Subject: ELA

Course: Literature and
Composition II




Grade: 10

Date(s): August 18-22

Standard:

- 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
- 10.T.SS.1.b: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
- 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- 10.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.
- 10.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
- 10.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

Assessment: ☒ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ 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		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

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Monday	 	<p>I am learning to take notes.</p> <p>I am practicing understanding the meaning of a poem by analyzing poetic techniques.</p> <p>I can explain the meaning of "The War Works Hard" using evidence from the text.</p>	Do Now: Set up your notes for "The War Works Hard" by Dunya Mikhail.	Demonstration: Read, annotate, and record notes on lines 1-7	Graphic Organizer: Record the provided notes in your notebook.	Think/Write/Share: Complete your annotations and your notes on the poem. When you finish, compare what you've written with a partner nearby. Alternatively, post 1 thing you wrote in your notes to the discussion board, and reply to one other student's post following the instructions on the discussion board... Adjust your personal notes accordingly, and submit your work on Canvas.	n/a	Discussion: What is the meaning or main theme in "The War Works Hard"?
Tuesday	 	<p>I am learning to write an objective summary.</p> <p>I am learning about expository writing. I can explain the meaning, purpose, and audience of Mikhail Dunya's poem "The War Works Hard" in a complete, developed paragraph.</p> <p>I can justify the importance of writing summaries.</p> <p>I can identify the key elements of expository writing.</p>	Quick Write: Why does the poet take the approach of seeming to celebrate war? How does this approach strengthen her message? Write your answer in your notebook. Try to frame your response using key words-- theme, purpose, audience, etc.	Focused Instruction: Expository Writing and Objective Summaries	Graphic Organizer: Chunked completion of the "Objective Summary" graphic organizer.	n/a	Written Response: Write your summary in paragraph form in Canvas.	Group Discussion: 1) Why might you need to know how to write an objective summary? 2) What is expository writing?

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Wednesday	<p>I am learning to write an objective summary.</p> <p>I am learning about expository writing.</p> <p>I can explain the meaning, purpose, and audience of Mikhail Dunya's poem "The War Works Hard" in a complete, developed paragraph.</p> <p>I can justify the importance of writing summaries.</p> <p>I can identify the key elements of expository writing.</p>	Quick Write: What is expository writing?	Review: Expository Writing and Objective Summaries	Graphic Organizer: Chunked completion of the "Objective Summary" graphic organizer.	n/a	Written Response: Write your summary in paragraph form in Canvas.	Exit Ticket: Which is the major difference between expository and poetic writing? Select all that apply. A. Expository writing helps an audience understand something. Poetic writing helps an audience feel or experience something. B. Figurative devices, imagery, and sound devices and techniques used in the poetic mode. Citations, statistics, expert testimony, examples, and data are techniques in expository writing. C. Poetic writing is often subjective while expository writing is objective. D. Poetic writing tells a story but expository writing tells an argument.

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Thursday	<p>I am practicing for my assessment on "The War Works Hard."</p> <p>I am learning good assessment strategies.</p> <p>I can situate a text.</p> <p>I can identify poetic techniques.</p> <p>I can explain the impact of poetic techniques on purpose, meaning, and tone.</p> <p>I can pass the assessment on Friday with a score of 70% or above.</p>	<p>Do Now: Answer the following:</p> <ol style="list-style-type: none"> War is described as "eager/and efficient" in lines 2-3 because— <ol style="list-style-type: none"> Sirens can alert people to danger immediately War destroys people and cities very effectively A nation's economy thrives during wartime People embrace war to defeat their enemies This question has 2 parts. First answer Part A. Then, answer Part B. <p>Part A</p> <p>Which of the following ideas is expressed in "The War Works Hard"?</p> <ol style="list-style-type: none"> War produces an equal number of positive and negative outcomes. People in democratic societies can avoid getting involved in wars. No one understands the reasons that a nation goes to war. A few people benefit from war while everyone else suffers. <p>Part B</p> <p>Select two quotations that provide relevant support for the answer in Part A.</p> <ol style="list-style-type: none"> "Early in the morning, / it wakes up the sirens." (lines 4-5) "[It] summons rain/ from the eyes of mothers" (lines 10-11) "It produces the most questions/ in the minds of children" (lines 17-18) "[It] awards medals to generals/ and themes to poets." (lines 32-33) "[It] provides food for flies, / adds pages to the history books" (lines 36-37) 	Instructions: Stations Activity	n/a	<p>Chunked Stations: For each timed round, answer the question at your assigned station. Be sure to record your answers.</p>	n/a	<p>Group Discussion: What questions remain about any of the questions you encountered in your stations?</p>

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Friday	<p>I am assessing my understanding of meaning and poetic techniques using "The War Works Hard" by Dunya Mikhail.</p> <p>I am making connections between narrative texts and poetic texts.</p> <p>I can pass the assessment on Friday with a score of 70% or above.</p> <p>I can compare writing techniques in texts written in different modes but with the same purpose.</p>	Quick Write: What is one question you have about "The War Works Hard" by Dunya Mikhail?	Instruction: Assessment Protocol	n/a	n/a	<p>Assessment: "The War Works Hard" (Quiz)</p> <p>Canvas Assignment: Read the paired text "The War Prayer" by Mark Twain. Complete assignment posted on Canvas.</p>	3-2-1: What are 3 things about poetry (as a form of writing, its purposes, components, and techniques) you know well? What are 2 things you need to work on to understand poetry better? What's one goal you want to set for your next assessment in Unit 1?