

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

Teacher: Griffin,
Weatherred,
Well

Subject: ELA

Course: American
Literature and
Composition

Grade: 11

Date(s): September 29-
October 3

Standard:

- 11.T.T.3: Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
 - 11.T.T.3a.: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central ideas.
 - 11.T.T.3b.: Explain and analyze the impact of logical fallacies in a variety of texts.
 - 11.T.T.3c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
 - 11.T.T.3d: Integrate multiple rhetorical devices or appeals strategically.
- 11.T.T.2: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 11.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; evaluate clarity of information.
 - 11.T.T.2.b: Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
 - 11.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarified the relationship between ideas, includes multiple and varied types of information, uses multiple texts structures, and adjusts tone for a variety of audiences and purposes.
- 11.T.T.4: Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 11.T.T.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.
 - 11.T.T.b.: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.
- 11.T.RA.1: Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
 - 11.T.T.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
 - 11.T.T.1.b: Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
 - 11.T.T.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.

Assessment: ☒ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None

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		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 reading “Thomas Jefferson: The Best of Enemies” by Ron Chernow.	Write/Pair/Share: It is well known that Alexander Hamilton and Thomas Jefferson were not friends. At one point, Hamilton purportedly said he wanted to hit Jefferson with a chair. What would make him say something so harsh? How might Jefferson have responded? As you answer the questions, describe what it must have been like to be a member of George Washington’s cabinet when these two fought.	Direct Instruction: Expository Techniques Reciprocal Teaching w/ Modeling (teacher-centered): Read paragraphs 1-2. Model annotation and reciprocal teaching using the first two paragraphs.	Reciprocal Teaching w/ Probing Questions (teacher-centered): Using the prompted questions from the teacher, annotate and complete the reciprocal teaching worksheet to identify the main points, words/phrase to clarify, and devise a question to assess your understanding for paragraphs 3-4.	Reciprocal Teaching (student-centered): With a partner, use complete the reciprocal teaching sheet for paragraphs 5-9. Identify the main points, phrases/words to clarify, and devise comprehension questions.	Reciprocal Teaching (student-centered): By yourself, read paragraphs 10-15, completing the reciprocal teaching worksheet as you go along. Identify the central idea and summarize the text when you have finished reading the entire text.	Exit Ticket: Review paragraphs 2-5. On the discussion board, make a social media post that dramatizes each man based on his description of the ideal system of government. Use the speech style described by Chernow.
		I can identify the purpose, central idea, and supporting points, and evidence in a research-based text.						

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Tuesday		I am reading “Thomas Jefferson: The Best of Enemies” by Ron Chernow.	Think/Pair/Share: If you are sitting an even number seat, create a chronology of the the feud between Jefferson and Hamilton. If you’re sitting in an even number seat, sort the cards according to the descriptions of Hamilton and Jefferson. When you finish, share your list with someone sitting next to you who did not order their cards in the same way. Then, discuss the following with a partner: How effectively did Chernow combine chronological order and compare-and-contrast structures to portray the idea that Hamilton and Jefferson were “destined to become mortal foes”?	Review: Expository Techniques	n/a	Reciprocal Teaching (student-centered): With a partner, use complete the reciprocal teaching sheet for paragraphs 5-9. Identify the main points, phrases/words to clarify, and devise comprehension questions.	Reciprocal Teaching (student-centered): By yourself, read paragraphs 10-15, completing the reciprocal teaching worksheet as you go along. Identify the central idea and summarize the text when you have finished reading the entire text.	Exit Ticket: Assessment Practice [HMH pg. 171] Summary: List the order of events that started the feud between Hamilton and Jefferson and the subsequent events that fueled it.
		I am identifying the parts of an expository, research-based text. I can identify the purpose, central idea, and supporting points, and evidence in a research-based text.						

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Wednesday	<p>I am analyzing expository techniques in "Thomas Jefferson: The Best of Enemies."</p> <p> I am recalling, explaining, and evaluating details that help Chernow achieve his purpose in writing and communicate his central idea. I can work collaboratively to analyze the text.</p> <p> I can identify the central idea and purpose of the text.</p> <p>I can explain the author's choices regarding word choice, structure, and the function of paragraphs.</p>	Error Analysis Sample: Using the provided sample, identify the errors in the response. Then, explain what impact these errors have on the clarity, cohesion, or accuracy of the response.	Direct Instruction: Constructed Responses Think Aloud: Examine how the teacher creates a response to a constructed response question.	Chunked Graphic Organizer: Draft a response to Prompt 1 using the provided graphic organizer.	n/a	n/a	Self-Evaluation: Examine the rubric provided. Then, assess what score you would give yourself. Identify the errors you made and one way you can avoid making the same mistake twice.

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Thursday	 I am analyzing expository techniques in “Thomas Jefferson: The Best of Enemies.”  I am recalling, explaining, and evaluating details that help Chernow achieve his purpose in writing and communicate his central idea.	Do Now: Complete the mini assessment over argumentative and expository techniques.	Direct Instruction: Review Constructed Response	n/a	Peer Review: After completing the timed writing practice, exchange your paper with a partner. Then, using the provided rubric, grade your partner's paper and provided feedback based on the rubric.	Deliberate Practice w/ Scaffolds: Respond to each of the prompts during the timed writing activity. Use the provided resources to help. Prompt 1: How does Chernow’s point-by-point comparison of these two rivals add to the strength of his concluding paragraph?	Exit Ticket: Timed Assessment Practice	

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	 I can analyze the text. I can identify the central idea and purpose of the text. I can explain the author's choices regarding word choice, structure, and the function of paragraphs.						Prompt 2: Chernow points out that despite the two leaders' conflicts, they shared some common traits. In what ways were Jefferson and Hamilton similar, according to Chernow? How does describing their contrasts and contradictions strengthen the article?	
Friday	 I am assessing my understanding of the history writing. I can compare ideas.  I can analyze ideas and events. I can analyze the structure of a historical nonfiction text.	Do Now: What have you struggled to understand this week—central idea, purpose, tone, structure, the purpose of paragraphs, idea development, vocabulary? What is ONE thing you'll focus on with this assessment?	Instruction: Assessment Protocol	n/a	n/a	Assessment: Quiz on Ron Chernow's "Thomas Jefferson: The Best of Enemies"	2 Stars and a Wish: What are two things you did well on your assessment today? What is one thing you'll focus on mastering on the next assessment?	

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