

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

Teacher: Griffin,
Weatherred,
Wells

Subject: ELA

Course: American
Literature and
Composition

Grade: 11

Date(s): October 15-17

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. I
 - 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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Wednesday	I am learning to infer central ideas and themes in poetry.  I am learning to explain the impact of poetic devices on the meaning of a poem. I can identify the central idea/theme of a poem. I can support my inferences with textual evidence. I can identify poetic devices.  I can explain the impact of poetic devices on meaning.	Reflection: Are there themes or ideas that are universal? What does that even mean? Think about myths, fairy tales, stories, or songs that have been around for a very long time. Do they mention ideas or situations that you can relate to? If so, what are they? Make a list of 3 titles of a story or song, the idea or situation, and how they all relate to your experience.	Model: Model Theme and Sound and Devices with “On Being Brought from Africa to America” [HMH Unit 2, pg. 208]	Create Visuals: Complete the Comparison Chart for both poems. [HMH Unit 2, pg. 214/ Class]	Reciprocal Reading: “Sympathy” [HMH Unit 2, pg. 210]	Written Response: Complete questions 1-4 [HMH Unit 2, pg. 215]. Complete what you don't finish in class for homework.	Discussion/ Discussion Board: Do the two poems have a theme in common? Are these themes universal, spanning across time periods and cultures? Refer to examples from the text in your discussion.
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Thursday	 I am comparing themes and poetic devices in “On Being Brought from Africa to America” and “Sympathy.” I am analyzing poetic devices across texts. I can identify the central idea/theme of a poem. I can support my inferences with textual evidence. I can identify poetic devices.  I can explain the impact of poetic devices on meaning. I can explain and evaluate the authors' choices in the poems.	Quick Write: Think about the themes expressed in each poem. Which theme resonates with you the most? Consider the following in your response with the most? Consider the following in your response: - Word choice - Imagery - Sound Devices	Instruction: Choice Board	n/a	n/a	Choice Board: Presentation: Create a presentation on one of the major themes present in both poems with a group. In your presentation, compare the use and impact of: central ideas, theme(s), speaker, imagery, and sound devices. [HMH Unit 2, pg. 215/ Class] Poem: Write and present a poem about freedom. After writing your poem, write a reflection to explain your choices regarding poetic devices and their appropriateness for communicating the central idea and theme(s) in your poem. [HMH Unit 2, pg. 213/ Canvas] Essay: Compare literary devices in poems. In your essay, compare the use and impact of: central ideas, theme(s), speaker, imagery, and sound devices. [HMH Unit 2, pg. 213]	Reflection: Answer 2 of the following: - Which choice board task did you select (presentation, poem, or essay), and <i>why</i> did you choose it? - What did you learn about themes in the poems through your task? - How did word choice, imagery, or sound devices help you understand or express the theme? - What part of the task feels the most challenging and how did you work through it?
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Friday	I am comparing themes and poetic devices in “On Being Brought from Africa to America” and “Sympathy.” I am analyzing poetic devices across texts. I can identify the central idea/theme of a poem. I can support my inferences with textual evidence. I can identify poetic devices. I can explain the impact of poetic devices on meaning. I can explain and evaluate the authors' choices in the poems.	Do Now: Assessment Practice [HMH Unit 2, pg. 211]	Instruction: Choice Board	n/a	Presentations: Present your presentation or poem to the class.	Presentations: Present your presentation or poem to the class. [HMH Unit 2, pg. 213/Canvas] Choice Board Assignments [Alternative]	Reflection: After watching today's presentations, reflect on what you learned. Answer the following: 1. Which presentation made you think differently about one of the poems or themes? 2. What literary device or idea stood out to you most today, and why? 3. How did your own understanding of the poems deepen through this activity?
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