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

Teacher: Mattice Subject: ELA Course: Dram. Writ. Grade: 12 Date(s): 10/21-25

Standard:

Assessment: Quiz Unit Test ▬ Project Lab No1 [illegible] Artifact [illegible]

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| | | -Create an outline of a narrative that includes the goal of a moral message<br><br>create writing process documents such as plot outline, and theme brainstorm. | Students will decide what type of video game they want to create and break into groups of two or three based on similarites. | I will go over the directions for the video game project. | | Students will begin brainstorming big picture concepts for their games. | | The class will distinguish what makes their group's game concept unique from the other group's. |
| | | add rich sensory/descriptive detail by exploding a moment<br><br>construct texts rich in sensory detail, action, and/or dialogue | The class will discuss two or three video games for their plot lines and gamestyle interaction for players. | I will go into depth about expectations for these two criteria. | | Students will work on the plot and gamestyle portions of their video games. | | Students will share their ideas/concepts with the whole class for feedback. |
| | | create a complete draft of a story rich on detail and that conveys a complex message<br>at least one "exploded moment"<br>a story that clearly conveys a moral point | The class will study vizual concept art for popular video games, and discuss whether or not/why it is affective. | | | Students will work on the vizualization for the game builds. | | Students will share their ideas/concepts with the whole class for feedback. |
| Thursday | | Analyze the purpose/meaning specific plot choices<br>I can accurately/richly detail key plot moments<br>I can analyze plot moments' connectio to topic of chivalry/honor | The class will discuss some popular main characters in video games and why/how they endure for audiences. | I will go into depth about expectations for their protagonist build and backstory builds. | | Students will work on the main character/backstory builds for their game design. | | Students will share their ideas/concepts with the whole class for feedback. |
| Friday | | Analyze the purpose/meaning specific plot choices<br>I can accurately/richly detail key plot moments<br>I can analyze plot moments' connectio to topic of chivalry/honor | The class will study the grading rubric as a whole for their game builds. | I will go into depth about expectations for the students' flow chart/time tables for their video games. | | Students will work on their timetables/flowcharts for their game designs. | | Students will share their ideas/concepts with the whole class for feedback. |