# 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): 09/12

Standard:

Assessment: Quiz Unit Test ▬ Project Lab No1 9f1 28 50 80 28 48 eW*nB F1 F1 EMC Artifact BMC 8 4 8 8 0 7 [ f

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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. | Freewrite/turn and talk: What do you wish would change in the world? | Showing how to turn opening into theme for narrative, defining exemplum | students work on brainstorm, teacher circulates and gives feedback | brainstorming together, see guided instruction. | Starting a plot outline, showing the lesson being learned | TOD: What's working, what's not? |
| | | add rich sensory/descriptive detail by exploding a moment<br><br>construct texts rich in sensory detail, action, and/or dialogue | Image Analysis: What would you see/hear/taste/smell/feel if you were inside this image | Modeling exploding a moment, | Creating exemplar text with cold-called details from opening | Brainstorm sensory/descriptive details from moments in exemplum | Expode a moment from our stories | self evaluation TOD |
| | | 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 | Opening: reflection: what have you already made? What do you still need to do to have a finished story. | How to turn pre-writing into find015 wu0-/ | Students begin on first paragraph, teacher gathering data and giving feedback. | N/a | Finishing Draft (1-2 hw page narrative) | guided annotation of success criteria |
| 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 | Thesaurus thursday: List synonyms for the word honor | Modelling timeline, discussion of " honor" as a a topic | Analyzing first 3 chunks together, w/ teacher prompting and sharing | Analyzing next three chunks in groups | | 3-2-1 TOD<br>3 predictions<br>2 highlights<br>1 question |
| 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 | Photo Friday: scene from the court | | Review/catch up absent students, analyze next chunk together | | Analyze the rest of part one solo | share/compare |