Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Ms. Brown Subject: British Literature Course: 12th Grade 10/27/25 - 10/31/25

Standards - 12.P.ST.2.a, 12.P.AC.1.a-b, 12.T.SS.2.a-b, 12.T.T.3.a-d, 12.P.EICC.4.a-e, 12.P.CP.1.a-d, 12.L.V.3.b

Assessment - Formative - Quick Writes, Annotations, Exit Tickets, Thesis Drafts, Peer Feedback. Summative - Analytical Essay (10/29), Review Quiz (10/30), and Unit 2 Test (10/31)

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y'ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
10/27	I am learning to identify and explain how ethos, pathos, and logos is used effectively in Queen Elizabeth I's 'Farewell Speech.'	SC1: I can cite textual evidence for each appeal. SC2: I can explain how each appeal effectively supports Elizabeth's purpose and credibility.		Modeling with Guided Paragraph Cluster Organizer: Using paraphrased speech sample, teacher will demonstrate one CER sample for ethos, what makes it a good example and how this strengthens	Teacher will prompt each student to now locate one highlighted/annotated sample of logos from last week to complete one CER sample for logos, what makes it a good example and how	Collaborative Annotation: In pairs students will locate one highlighted/ annotated sample of pathos from last week to complete one CER sample for	CER Peer Review: using rubric provided, students will provide feedback to a peer for each entry today, paying attention to sample on board (concise claim, smooth transition to evidence, citation,	Exit Ticket: CER Peer Review Rubric & one student's CER Paragraph Cluster Organizer.	Any student who is absent or falls behind each day should take pictures of task handout to complete work on their own paper at home and catch up. Anyone who needs one-onone help, come after school!
10/28	I am learning to identify and explain how ethos, pathos, and logos is used effectively in Queen Elizabeth I's 'Farewell Speech.'	SC1: I can cite textual evidence for each appeal. SC2: I can explain how each appeal effectively supports Elizabeth's purpose and credibility.	convincing?' Students share via Think-Pair-	Guided Paragraph Cluster Organizer: Using paraphrased speech sample, teacher will demonstrate second CER sample for ethos, what makes it a good example and how this	Guided Paragraph Cluster Organizer: Teacher will prompt each student to now locate one highlighted/annotated sample of logos from last week to complete second CER sample for logos, what makes it a good example and how this strengthens queen's message per rubric.	pathos from last week to complete second CER sample for logos, what makes it a good	CER Peer Review: using rubric provided, students will provide feedback to a peer for each entry today, paying attention to sample on board (concise claim, smooth transition to evidence, citation, thorough reasoning/elaboratio n of how each appeal is working and strengthens queen's	Exit Ticket: CER Peer Review Rubric & one student's CER Paragraph Cluster Organizer.	

lan analytical essay explaining how netorical appeals nhance Queen lizabeth's purpose nd effectiveness.	inductive topic sentences by summarizing my claims SC2: I can write an	Guide: Agree/disagree with statements	Model writing topic sentence by summarizing	determine which	Solving: Groups draft essay outlines and	Students write thesis and topic sentences;	share theses, give rubric-based feedback.	absent or falls behind
netorical appeals nhance Queen lizabeth's purpose	summarizing my claims	1			essay outlines and	and topic sentences;	ruhric-hased feedback	
nhance Queen lizabeth's purpose	1 .	with statements	summarizing				rabile basea recabacit.	each day should take
lizabeth's purpose	SC2: I can write an		Julillianzing	better meets essay	select supporting	check clarity against		pictures of task
	Joez. ream write an	like 'Emotional	ideas in topic	prompt.	evidence using	rubric.		handout to complete
nd offoctiveness	inductive thesis by	appeals are	sentences.		organizer.			work on their own
na errectiveness.	summarizing my topic	most						paper at home and
	sentence claims, using	persuasive.'						catch up. Anyone
	key words from each	Discuss.						who needs one-on-
Γ: I am learning to	SC1: I can write an	Quick Write:	Mini Lesson:	Small Group Support:	Peer Feedback:	Independent Audit:	Exit Ticket: Intro &	Any student who is
rite analytical essay	effective introduction	Why do we have	Using	Teacher assists	Exchange organizers	Students who may	Conclusion completion	absent or falls behind
valuating	and conclusion	introductions	Intro/Conclusion	students as they write	to provide feedback	still need can sign up	on handout	each day should take
ffectiveness of	SC2: I can organize my	and	Organizer,	thesis and think of	for revision per	for small group		pictures of task
ueen Elizabeth's	essay for clarity and	conclusions?	teacher will	grabbers to complete	rubric.	assistance tomorrow		handout to complete
netorical appeals.	rhetorical precision.	What are some	model sample	introduction, and		(CER, topic sentences		work on their own
		important	introduction	complete conclusion		and thesis,		paper at home and
		elements of	(general to			introduction and		catch up. Anyone
		both?	specific) and			conclusion)		who needs one-on-
			sample					one help, come after
Γ: I am learning to	SC1: I can write an	Quick Write:	Mini Lesson:	Small Group Support:	Peer Feedback:	Independent Audit:	Revisit Learning Target:	Any student who is
raft an analytical	effective introduction	Why do we have	Using	Teacher assists	Exchange organizers	Students who may	Students rate	absent or falls behind
ssay, evaluating	and conclusion	introductions	Intro/Conclusion	students as they write	to provide feedback	still need can sign up	confidence (1-4) on	each day should take
ffectiveness of	SC2: I can organize my	and	Organizer,	thesis and think of	for revision per	for small group	rhetorical mastery.	pictures of task
	essay for clarity and	conclusions?	teacher will	grabbers to complete	rubric.	assistance tomorrow		handout to complete
ueen Elizabeth's	rhetorical precision.	What are some	model sample	introduction, and		(CER, topic sentences		work on their own
ueen Elizabeth's netorical appeals.		important	introduction	complete conclusion		and thesis,		paper at home and
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		elements of	(general to			introduction and		catch up. Anyone
		elements of both?	(general to specific) and			conclusion)		who needs one-on-
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