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	identify and explain	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	Guided Paragraph Cluster Organizer: Students will follow handout prompt to quote 2 examples of ethos, write claim on how appeal is used effectively, and elaborate/explain how using this appeal strengthens queen's message per rubric.	Collaborative Soundboard/ Feedback: In pairs students will review their Ethos highlighted text and share their ideas with a peer for (Claim - how appeal is being used effectively &	CER Peer Review: using rubric provided, students will complete Ethos handout, paying attention to sample	Exit Ticket: Ethos handout with 2 completed CER entries	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	identify and explain how ethos, pathos, and logos is used effectively in Queen	SC1: I can cite textual evidence for each appeal. SC2: I can explain how each appeal effectively supports Elizabeth's purpose and credibility.	Quick Write: 'What makes a logical appeal so convincing?' Students share via Think-Pair- Share to activate prior knowledge.	Guided Paragraph Cluster Organizer: Using paraphrased speech sample, teacher will demonstrate one CER sample for logos, what makes it a good	Guided Paragraph Cluster Organizer: Students will follow handout prompt to quote 2 examples of logos, write claim on how appeal is used effectively, and elaborate/explain how using this appeal strengthens queen's message per rubric.	students will review their Logos highlighted text and share their ideas with a peer for (Claim - how appeal is being used effectively & Elaboration - how it is used effectively to strengthen queen's message)	CER Peer Review: using rubric provided, students will complete Logos handout, paying attention to sample on board (concise claim, smooth transition to evidence, citation, thorough reasoning/ elaboration of how each appeal is working and strengthens queen's message) per rubric provided.	Exit Ticket: Logos handout with 2 completed CER entries	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!

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10/29	LT: I am learning to	SC1: I can write	Anticipation		Guided Paragraph	Collaborative	CER Peer Review:	Exit Ticket: Pathos	Any student who is
	plan analytical essay	inductive topic	Guide:		Cluster Organizer:	Soundboard/	using rubric	handout with 2	absent or falls behind
	explaining how	sentences by	Agree/disagree	~	Students will follow	Feedback: In pairs	provided, students	completed CER entries	each day should take
	rhetorical appeals	summarizing my claims	with statements	_	handout prompt to	students will review	will complete Pathos		pictures of task
	enhance Queen	SC2: I can write an	like 'Emotional	l'	quote 2 examples of	their Pathos	handout, paying		handout to complete
	Elizabeth's purpose	inductive thesis by	appeals are	l .	pathos, write claim on	highlighted text and	attention to sample		work on their own
	and effectiveness.	summarizing my topic	most		how appeal is used	share their ideas with	l :		paper at home and
		sentence claims, using	persuasive.'	demonstrate one	effectively, and	a peer for (Claim -	claim, smooth		catch up. Anyone
		key words from each	Discuss.	CER sample for	elaborate/explain how	how appeal is being	transition to		who needs one-on-
				pathos, what	using this appeal	used effectively &	evidence, citation,		one help, come after
				makes it a good	strengthens queen's	Elaboration - how it	thorough reasoning/		school!
				example and how	message per rubric.	is used effectively to	elaboration of how		
				this strengthens		strengthen queen's	each appeal is		
				queen's message		message)	working and		
				per rubric.			strengthens queen's		
							message) per rubric		
							provided.		
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10/30	LT: 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
	write analytical essay	effective introduction	Why do we have	_	Teacher assists		Students who may	Conclusion completion	absent or falls behind
	evaluating	and conclusion	introductions	Intro/Conclusion	students as they write	to provide feedback	still need can sign up	on handout	each day should take
	effectiveness of	SC2: I can organize my	and	_	thesis and think of	for revision per	for small group		pictures of task
	Queen Elizabeth's	essay for clarity and	conclusions?	teacher will	grabbers to complete	rubric.	assistance tomorrow		handout to complete
	rhetorical appeals.	rhetorical precision.	What are some	·	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
				conclusion					school!
10/31	LT: I am learning to	SC1: I can write an	Quick Write:	Mini Lesson:	Small Group Support:		Self Check: For each	Typed student essays	Any student who is
	draft an analytical	effective introduction	Why do we have	Teacher to model	Teacher assists		section of the essay,	are due by end of day	absent or falls behind
	essay, evaluating	and conclusion	introductions	typing essay on	students as they write		students will check	and will not be	each day should take
	effectiveness of	SC2: I can organize my	and	Writeable -	their essays.		their work against	accepted beyond	pictures of task
	Queen Elizabeth's	essay for clarity and	conclusions?	heading, title,			rubric provided	Sunday night.	handout to complete
	rhetorical appeals.	rhetorical precision.	What are some	introduction and					work on their own
			important	first paragraph					paper at home and
			elements of						catch up. Anyone
			both?						who needs one-on-
									one help, come after
									school!