

Westside High School - Weekly Lesson Plan - Week At a Glance– SY 25 -26

Teacher: Brown

Subject: English





Course: AP Literature

Grade: 12

Dates: 08/25/25 - 08/29/25

Standard: 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Other -

	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) <i>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>	Collaborative Learning (10 min) <i>*Y'ALL DO</i>	Independent Learning (10 min) <i>*YOU DO</i>	Closing (5 min)
	 <p>Learning Target</p> <p>Success Criteria 1</p> <p>Success Criteria 2</p>	<ul style="list-style-type: none"> Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard 	<ul style="list-style-type: none"> Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio 	<ul style="list-style-type: none"> Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 <p>Students will highlight for key moments in PLOT and annotate how each moment propels/pushes action forward in "The Most Dangerous Game" (2-7).</p> <p>Identify key moments of causality in the plot which push action forward.</p> <p>Analyze how plot is functioning to develop the author's theme.</p>	How can moments of causality build excitement and intensity in a story?	Teacher models annotating first 2 pages for plot events and causal connections and completion of PLOT Diagram handout (Canvas).	Whole-class works together to build a cause-effect chain of the opening events and completion of PLOT Diagram handout (Canvas).	Small groups become “experts” on one section of plot, then teach causal chain to peers to complete PLOT Diagram (Canvas).	Exit Ticket: Identify one cause-effect moment that builds suspense in the story, circling this moment in PLOT Diagram (Canvas).	Exit Ticket: Identify one causal moment in Plot Diagram to write a CER response, citing one key moment in the PLOT and how it functions to develop intensity or suspense, and how it illuminates some aspect of Social Darwinism.
Tuesday	 <p>I can analyze how Connell develops suspense through causal plot structure.</p> <p>I can identify techniques that build tension.</p> <p>I can connect suspense to Social Darwinism themes.</p>	How can plot devices create suspense or anxiety, shaping reader's understanding of survival, competition, and power?	Mini-lesson on suspense techniques (foreshadowing, pacing, irony).	Whole class highlights suspense strategies in text and discuss their effect on reader.	Groups highlight suspense strategies in text and discuss their effect on reader.	CER response on which device (foreshadowing, pacing, or irony) you think is most effective in building the theme of Social Darwinism in “The Most Dangerous Game.”	Exit Ticket: Suspense handout and CER response on which device (foreshadowing, pacing, or irony) you think is most effective in building the theme of Social Darwinism in “The Most Dangerous Game.”
	 <p>Students will highlight for</p>	“What is Connell ultimately saying about	Worked Example: Teacher shares AP-	Prompting & Cueing: Teacher circulates,	Peer Review: Students exchange cluster for quick	Timed Write: AP-style prompt — “Analyze how Connell uses	Stapling PLOT Rubric on top, students will provide Inductive

Wednesday	<p>Students will highlight for key moments in PLOT and annotate how each moment propels/pushes action forward in "The Most Dangerous Game" (14-18).</p> <p>✔</p> <p>Identify key moments of causality in the plot which push action forward.</p> <p>✔</p> <p>Analyze how plot is functioning to develop the author's theme.</p>	human nature" through plot?"	style student sample response.	giving guiding questions and feedback for clarity.	review - Topic Sentence fully addressing prompt? Unity? Coherence?	causal plot events to develop theme on Social Darwinism."	paragraph cluster and CER Paragraph response - "Analyze how Connell uses causal plot events to develop theme on Social Darwinism." Staple in order: Rubric, Paragraph, Prewriting Cluster, all prior CER responses with feedback.
Thursday	<p>🚫</p> <p>I can structure and develop causal moments in group's creative story using PLOT Diagram and Timeline.</p> <p>✔</p> <p>Identify key moments of causality in the plot which push action forward.</p> <p>✔</p> <p>Analyze how plot is functioning to develop the author's theme.</p>	Group Project: How can I create moments of causality and intensity in our group's creative story?	Teacher provides blank PLOT diagram and Timeline		Groups will collaborate to complete Plot Diagram and Timeline handout (attention to narration and description at each point) for his/her assigned section of story.		Group members to take pictures of PLOT Diagram & Timeline handouts completed and submit this Preplanning Assignment to assignment box. HW: Begin writing!
Friday	<p>🚫</p> <p>I can develop major and minor characters using Indirect & Direct Characterization Chart for our group's creative story.</p> <p>✔</p> <p>Identify moments to add richness/complexity of characterization</p> <p>✔</p>	Group Project: Where and how can I develop major and minor characters in our group's creative story?			Groups will collaborate to complete Characterization charts for his/her assigned section of story.		Group members to take pictures of Characterization Charts and submit this Preplanning Assignment to assignment box. HW Continue writing. Each group member should print out his/her section of story and bring to class next week.

Analyze how characterization is functioning to develop character's complexity and support author's Social Darwinistic theme.						
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