

Westside High School - Weekly Lesson Plan












Teacher: Brown

Subject: English

Course: AP Literature

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

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ C

	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) <i>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>
	 Learning Target  Success Criteria 1  Success Criteria 2	<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
Monday	 Holiday  			
Tuesday	 MAP Testing  			
Wednesday	 I can use timeline, using elements of narration and description to develop (type section of my group's story, bulleting in blue to identify key moment(s) of causality in my section.  Identify key moments of causality in the plot which push action forward.			

	<div>✔</div> <div>Develop my section of story using Narration and Description</div>			
Thursday	<div>🎯</div> <div>MAP Testing</div> <div>✔</div> <div>✔</div>			
Friday	<div>🎯</div> <div>I will use Indirect & Direct Characterization charts to develop major and minor characters, returning to my timeline section where I will provide characterization (pink indirect, red for direct).</div> <div>✔</div> <div>Identify moments to add richness/complexity of characterization</div> <div>✔</div> <div>Analyze how characterization is functioning to develop character's complexity and support my story's theme.</div>			

1 - Week At a Glance– SY 25 -26

Grade: 12

Dates: 09/01/25 - 09/05/25

erspective, and that character's motives.

Other -

<div>Collaborative Learning</div> <div>(10 min) <i>*Y'ALL DO</i></div> <div><ul style="list-style-type: none">Jigsaw*Discussions*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk</div>	<div>Independent Learning</div> <div>(10 min) <i>*YOU DO</i></div> <div><ul style="list-style-type: none">Written Response*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio</div>	<div>Closing</div> <div>(5 min)</div> <div><ul style="list-style-type: none">Group DiscussionExit Ticket3-2-1Parking LotJournaling*Nearpod</div>
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	Individual group members will continue to use Timeline to type their sections of group story.	Students will submit completed Timelines with blue bullet(s). Students will email individual sections to group leader who will piece story together. Key moments of causality should use blue font.

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	<p>Individual group members will continue to contribute to Characterization charts.</p> <p>Returning to story, students will use pink font for indirect characterization, red for direct.</p>	<p>Students will submit Characterization Charts.</p> <p>Students will email individual sections to group leader who will piece story together.</p> <p>Indirect Characterization should use pink font. For direct, use red. Group Leaders, upload story to PLOT & CHARACTER discussion board by Sunday night.</p>