

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26
 Teacher: Ms. Brown
 Subject: AP Literature
 Course: 12th Grade
 10/20/25 - 10/24/25
 Standards: CHR-1, SET-1, STR-1, FIG-1, LAN-1
 Assessment: AP Classroom videos, MCQ, PreTest, Daily Exit Ticket Assessments (Data)

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
10/20	Unit 3 Pretest								AP Classroom 3.1 Videos
10/21	I can analyze how Shaw develops character motivation through dialogue and stage directions in Pygmalion (Skill 1.B)	SC1: I can identify textual evidence that reveals Eliza’s and Higgins’ motivations. SC2: I can explain how dialogue advances character dynamics.	Quick Write: 'What motivates people to change themselves?' (Quick Write – 0.46)	Modeling with Think-Aloud: Teacher annotates Higgins’ dialogue to model inference of motivation from diction and tone.	Graphic Organizer (Guided): Students fill in a 'Motivation Map' comparing Eliza vs. Higgins’ motives.	Collaborative Annotation: Pairs annotate for diction and tone indicating motives; discuss shifts.	Reading Apprenticeship: Students reread and write paragraph on motivation shaping Eliza’s self-perception.	Exit Ticket: 'What line best reveals Eliza’s motivation today? Why?'	AP Classroom 3.1 Videos
10/22	I can describe how diction and imagery revealed through setting illuminate cultural and political values expressed in theme in Pygmalion. (Skill 2.A)	SC1: I can analyze how specific diction and imagery to reflect social power structure SC2: I can explain how political context influences character motives.	Quick write - How do authors depict disempowerment?	Modeling with Think-Aloud: Model highlighting words that illuminate elements of setting and connecting to disempowerment.	Prompting & Cueing: Guided questioning— 'What inferences can you draw about these characters?' diagramming each character (bubble maps)	Highlighting & Diagramming: diagramming each character (bubble maps)	Highlighting Annotating: linking details from setting to social values	Exit Ticket: annotations for today's lesson	AP Classroom 3.1 MCQ
10/23	I can explain how diction develops character complexity and theme in Richard III. (Skills 1.A, 1.B)	SC1: I can make inferences about characters based on diction and tone SC2: I can connect characterization inferences to theme	Anticipation Guide: 'True or False – Change always brings acceptance.'	Direct Instruction (Mini-Lecture): Review static vs. dynamic characterization; provide summary of play	Prompting & Cuieing: questioning - 'What clues suggest societal decay or corruption?'	character (bubble map)	Performance Task: Write paragraph analyzing how diction and action add roundness to characters and illuminate theme	Exit Ticket: CER short response how does playwright use diction to develop complexity of character and theme? And annotations for today's lesson	AP Classroom 3.2 Videos
10/24	I can explain how historical context shapes a text’s meaning in Richard III (Skills 2.A)	SC1: I can connect text to actual historical context SC2: I can evaluate how setting influences audience perception of morality, allowing literature to serve as propaganda.	Real-World Problem Scenario: 'What is propaganda?'	Mini Lecture - linking historical facts to setting and tone and the role of Shakespeare as playwright	Propaganda scavenger hunt: students return to text to identify key diction/details that could serve Tudor propaganda.	Choice Board/Menu: Mini-project options: How is setting acting as a character in Richard III?	Goal Setting & Monitoring: Reflect on mastery of Skills 1.A–2.A using rubric.	CER response - explain triangulation of monarchy - theater - meaning.	AP Classroom 3.2 MCQ (due 10/26)