

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

Teacher: Ms. Brown

Subject: AP Literature

Course: 12th Grade

10/27/25 - 10/31/25

Standards: 1.A: Identify and describe what textual details reveal about a character, setting, or situation. 1.B: Explain the function of a character changing or remaining static. 2.A: Analyze how a text's structure contributes to its meaning. 3.E: Analyze how a narrator's perspective and reliability shape meaning. 3.F: Explain how a text's style (syntax, diction, tone, structure) contributes to interpretation.

Assessment: AP Classroom videos, MCQ, Post Test, 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
10/27	I can analyze how Joyce's use of stream of consciousness reveals complex inner character motivations and perceptions. (AP Skills 1.A, 2.A, 3.E)	SC1: I can identify and annotate examples of interior monologue and shifting perspective. SC2: I can explain how these techniques mirror human consciousness and shape meaning.	Quick Write: 'How does memory influence how we think?'	Modeling with Think-Aloud: Annotate 'Penelope' section showing stream of consciousness.	Reciprocal Teaching: Groups summarize, question, clarify Joyce's thought process.	Collaborative Annotation: Mark diction, syntax, and punctuation reflecting thought flow.	Reading Apprenticeship: Annotate a passage focusing on time and reality blurring.	Exit Ticket: CER explaining how Joyce's style provides insight into human consciousness.	AP Classroom 3.3 Videos
10/28	I can evaluate how Berne's layered points of view influence tone and reader perception of truth. (AP Skills 1.B, 2.A, 3.F)	SC1: I can differentiate between narrative voices and their perspectives. SC2: I can analyze how shifting viewpoints create irony and complexity.	Anticipation Guide: Agree/disagree about reliability in storytelling.	Direct Instruction: Mini-lesson on reliability, focalization, and limited omniscience	Graphic Organizer (Guided): Compare narrator perspectives (adult vs. child).	Jigsaw Strategy: Groups analyze sections and teach others how perspective alters understanding.	Choice Board: Analytical paragraph or flowchart showing narrative shifts.	Exit Ticket: CER explain one effect of narrative layering.	AP Classroom 3.3 MCQ
10/29	I can analyze how Brontë's framed narrative structure affects reliability and tone (AP Skills 1.A, 2.A, 3.E)	SC1: I can trace how the frame narrator mediates or distorts story events. SC2: I can evaluate how nested narration adds ambiguity or irony.	Think-Pair-Share: 'Why might an author use multiple narrators to tell a story?'	Worked Example: Diagram Lockwood–Nelly–Catherine narrative chain.	Prompting & Cueing: Discuss how Lockwood's tone affects understanding of Heathcliff.	Team Problem Solving: Match quotes to narrators; analyze narrative layer purpose.	Graphic Organizer: Concentric-frame diagram connecting narrators to key scenes.	Exit Ticket: CER on how frame impacts reliability and theme.	AP Classroom 3.4 MCQ
10/30	I can interpret symbols in The Gunslinger to reveal abstract ideas about isolation and destiny. (AP Skills 1.B, 3.E, 3.F)	SC1: I can identify recurring symbols and their changing meanings. SC2: I can connect symbolic imagery to King's broader themes.	Real-World Scenario: 'If you were chasing a goal for eternity, what might symbolize your journey?'	Modeling with Think-Aloud: Analyze 'The Tower' as a central symbol using textual evidence.	Collaborative Annotation: Highlight imagery (guns, desert, tower) and discuss meanings.	Socratic Seminar: Debate—Does the Tower represent hope or obsession?	Performance Task: Write short paragraph connecting symbol to theme (choice, identity, fate).	Exit Ticket: CER on how King uses symbol to reveal abstract ideas about isolation and destiny.	AP Classroom 3.4 MCQ
10/31	Unit 3 Test								AP Classroom Progress Check (due 11/2).