

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26									
Teacher: Ms. Brown									
Subject: AP Literature									
Course: 12th Grade									
09/08/25 - 09/12/25									
Standards: ELAGSE12RL6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony, understatement)									
Assessment: Formative – Written analysis, oral participation, CER responses exit tickets									
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
9/8	I can identify how Connell establishes geography to give shape to the conflict for survival in The Most Dangerous Game.	SC1: I can cite details of geography. SC2: I can explain how geography details create tension tied to survival.	Quick Write: 'How can environment influence a person's ability to survive?'	Mini-lecture on Setting ("Intro to Fiction Toolbox" PP) slides on Setting only.	Graphic Organizer (Guided): Students map geographical features (ocean, island) and annotate their impact on danger/survival.	Collaborative Annotation: Pairs highlight passages showing how environment foreshadows power struggle.	Preplanning: Students plans a short CER response	Exit Ticket: CER response on how geography of setting contributes to Connell's theme.	
9/9	I can analyze how Connell uses atmosphere details of setting reinforce dreadful theme of Social Darwinism.	SC1: I can connect an atmosphere of danger to the theme of 'survival of the fittest.' SC2: I can evaluate how atmosphere allows reader to empathize with protagonist.	Think-Pair-Share: 'Is man's greatest enemy another man or the environment?'	Direct Instruction: Mini-lesson on Social Darwinism in early 20th-century literature; connect to Connell's time period.	Reciprocal Teaching: Groups read different hunting scenes and rotate roles (find details of setting, discuss connection to Social Darwinism).	Jigsaw Strategy: Expert groups discuss scenes, then re-teach/share out connections between setting and Social Darwinism.	Preplanning: Students plans a short CER response	Exit Ticket: CER response on how atmosphere of setting contributes to Connell's theme.	
9/10	I can evaluate Connell's use of physical features of setting to make his larger commentary on the value of human nature.	SC1: I can defend an interpretation of how physical features reinforce power dynamics. SC2: I can explain how all physical existence is engulfed by an impersonable universe author creates.	Anticipation Guide: True/False prompts ('There is a natural order in the universe' etc.)	Worked Example: Teacher models analyzing Zaroff's chateau as a symbol of dominance.	Graphic Organizer (Guided): Students map physical features (chateau, jungle, cliffs) and annotate their impact on man's worth/value	Socratic Seminar: Whole-class discussion—Does Connell's use of setting endorse or critique Social Darwinism?	Preplanning: Students plans a short CER response	Exit Ticket: CER response on how physical features of setting contributes to Connell's theme.	Students to work on their individual sections of story and provide elements of setting - geography, atmosphere, and physical features in "green" font (due Sunday night, 9/14)
9/11	I am learning how POV is used to shape/limit my understanding of story and theme.	SC1: I can identify how POV frames Rainsford and Zaroff differently. SC2: I can evaluate how this framing affects my overall understanding of story and message	Think-Pair-Share: 'Does the narrator make you sympathize more with Rainsford or Zaroff? Imagine if Zaroff told the story—how would Social Darwinism sound?'	Modeled annotations samples to show differences in the way Connell frames protagonist and antagonist and how each supports theme.	Collaborative Discussion: teacher led second example, guided questions to get students to annotate for limited POV and discuss how excerpts contribute to understanding of story and theme.	Jigsaw Strategy/share out: groups analyze different scenes (hunt prep, chase, confrontation) for POV and how it limits perspective and illuminates theme.	Preplanning: Students plans a short CER response	Exit Ticket: Identify one moment where limited POV shapes understanding of story and aids author's message	Students to work on their individual sections of story and provide elements of POV - reliable/unreliable narrator? limited perception? Use purple font (due Sunday night, 9/14)
9/12	Ms. Thomas (Senior Counselor) Visit.								Students to work on their individual sections of story and provide elements of POV - reliable/unreliable narrator? limited perception? Use purple font (due Sunday night, 9/14)