Angelo State University
ATEMS High School
English 1301 - English Composition
Fall Semester 2017

Instructor: Nate Monroe

Contact Information: I am usually in room 210 before regular school hours and after school. I am also in room 210 during my regularly scheduled conference/planning period.
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Course Description: English Composition (3-0). Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Course Structure: Five class meetings per week in room 210.

Credit: 3 semester hours

Required Textbooks: All of the necessary texts for this course may be accessed online.
   ● In Cold Blood by Truman Capote by Truman Capote In Cold Blood by Truman Capote
   ● Holt McDougal Literature Grade 11. Online Literature Book

Learning Outcomes: Upon completing English 1301, students should be able to:
   ● understand the nature of the writing process and use all its phases in writing
   understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers;
   ● understand basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer’s purpose and follow the progression of ideas;
   ● generate sufficient and appropriate detail to convince readers of the validity of the thesis;
   ● be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays; and
   ● write prose largely free of errors in grammar, diction, usage, and mechanic
**Angelo State University Core Curriculum Objectives for English 1301 and Related Course Assessments:** Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

**Critical Thinking:** Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.

Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

**Communication:** Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

**Teamwork:** Students will consider different viewpoints as members of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.

Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

**Personal responsibility:** Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.

**Grading Policy:** The grading policy will be the same as that of AISD. This policy can be found on the district website and in the Student Handbook.

**Student Conduct and University Policies:** Students are expected to follow all classroom policies listed in the course syllabus. District-wide policies can be found in the Code of Conduct on the district website.

- **General Student Conduct Statement:** Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the Student Code of Conduct.
- **Student Technology Use in Classroom Policy**: Use of communication devices, including but not limited to cell phones, is encouraged during class. Laptops may be used for research, note-taking, or composing only, however. Any exception to this policy may be granted at the discretion of the instructor. Use of any communication device or data storage device during a test, unless express permission has been granted by the instructor, may result in a charge of academic dishonesty.

**Course Content**: College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**Academic Honesty**: Angelo State University students shall maintain complete honesty and integrity in their academic pursuits. The University expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The AISD Grading Policy will be followed with regard to any infraction involving academic dishonesty.

**Accommodations for Students with Disabilities**: The AISD Grading Policy will be followed with regard to any student who needs accommodations.

**Attendance**: The attendance policy for the course will follow the attendance policy of AISD, which can also be found in the AISD Student Code of Conduct.

**Changes to the Syllabus**: The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.
Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus

Week One
Day One
Monday, August 28
First Day of School
First Day of the First Six Weeks Grading Period
First Day of Classes at Angelo State University
Objective:
- The student will read and discuss procedural documents.
- The student will read and discuss excerpts from literature.

Resources:
- The Phoenix Pages
- Peterson's AP English Language and Composition Study Guide
- from "The Idea of a University" by John Henry Cardinal Newman
- Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus

Activities/Procedures:
- The students will review and discuss the AP Course Contract.
- The students will review and discuss The Phoenix Pages, Peterson's AP English Language and Composition Study Guide, and the Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus.
- The students will read and discuss from The Idea of a University by John Henry Cardinal Newman and an excerpt from Zen and the Art of Motorcycle Maintenance: An Inquiry into Values by Robert Pirsig.

Writing:
None

Evaluation:
None

Differentiation:

Day Two
Tuesday, August 29
In Cold Blood by Truman Capote

Objective:
- The student will demonstrate mastery of the summer reading assignment.
- The student will read a passage and answer questions over the passage.

Resources:
- In Cold Blood by Truman Capote by Truman Capote Test
- Peterson's AP English Language and Composition Study Guide

Activities/Procedures:
- The students will take the test over the summer reading novel In Cold Blood by Truman Capote.
  The test requires that the students know details from the entire novel. It is a written test.
The students will complete Practice Test I: Diagnostic Section I Questions 1-11 pages 33-36 in Peterson's AP English Language and Composition. The students will create a Google Doc in which they will record their answers to the questions. They may work together to answer the questions. Once they have completed the questions, the students will check their answers with the key, record which questions they miss by marking them red, and submit the document to Turnitin.com. The students will study the rationale for the answers to determine why they missed the questions they missed.

**Writing:**
The students will answer the short answer questions on the *In Cold Blood* by Truman Capote test in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The *In Cold Blood* by Truman Capote Test will be graded for accuracy. The Practice Test I: Diagnostic Section I Questions 1-11 questions will be graded for accuracy, and the grade will be curved accordingly.

**Differentiation:**

**Day Three**
**Wednesday, August 30**
**AP English Language and Composition Exam Preparation**

**Objective:**
- The student will view a presentation on Understanding Plagiarism, Group Work, and Collaboration.
- The student will read expository texts and discuss them with others.

**Resources:**
- [ATEMS Academic Honesty Commitment 2017-2018 Contract](#)
- [Understanding Plagiarism Group Work, and Collaboration](#)
- [Peterson's AP English Language and Composition](#)

**Activities/Procedures:**
The students will view a presentation on Understanding Plagiarism, Group Work, and Collaboration and will sign the ATEMS Academic Honesty Commitment 2016-17 Contract indicating that they understand the policies regarding plagiarism, group work, and collaboration at ATEMS.

The students will read and discuss expectations for Question 3 on the AP English Language and Composition Exam. The students will read Peterson's AP English Language and Composition "About the Free Response and Synthesis Essays" pages 105-110 together and discuss the information in this chapter in preparation for writing their first Timed Writing in class on Friday, September 1.

**Writing:**
None

**Evaluation:**
None

**Differentiation:**

**Day Four**
**Thursday, August 31**
Beginning of School Assembly at Abilene High School

Day Five
Friday, September 1

AP English Language and Composition Exam Preparation

Objective:
The student will write a persuasive argument.

Resources:
2012 AP English Language and Composition Practice Exam

Activities/Procedures:
The students will write their first In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam.

Writing:
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be written in complete sentences with proper capitalization, spelling, punctuation, grammar and usage.

Evaluation:
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be scored according to the AP Scoring Rubric.

Differentiation:

Week Two
Monday, September 4

Labor Day Holiday

Day Six
Tuesday, September 5

In Cold Blood by Truman Capote

Objective:
- The student will read and discuss poetry.
- The student will discuss how two works of literature can be paired for effect.
- The student will discuss rhetorical and the rhetorical appeals.
- The student will annotate a passage from American nonfiction looking for ethical appeals.

Resources:
"Ballade des Pendus" by Francois Villon
Introduction to Rhetoric
"In Cold Blood by Truman Capote" by Truman Capote
"In Cold Blood by Truman Capote" by Truman Capote Opening Passage

Activities/Procedures:
The students will be given hard copies of the poem “Ballade des Pendus” by Francois Villon. The students will read the poem together and will discuss it as a class. The students will discuss how the poem relates to the summer reading novel In Cold Blood by Truman Capote. The students will view and discuss the Introduction to Rhetoric Google Slides Presentation. The students will be given a hard copy of the opening passage of In Cold Blood by Truman Capote. The students will read and discuss this
passage and will annotate it either on the hard copy or in their own copies of the book looking for Ethical Appeals which help establish Capote's trustworthiness and credibility.

Writing:
None

Evaluation:
None

Differentiation:

Day Seven
Wednesday, September 6
In Cold Blood by Truman Capote

Objective:
- The student will discuss rhetoric and the rhetorical appeals.
- The student will annotate a passage from American nonfiction looking for ethical appeals.

Resources:
Introduction to Rhetoric
In Cold Blood by Truman Capote
In Cold Blood by Truman Capote Opening Passage

Activities/Procedures:
The students will continue to discuss the Introduction to Rhetoric Google Slides Presentation. The students will continue to read and discuss the opening passage of In Cold Blood by Truman Capote and will annotate it either on the hard copy or in their own copies of the book looking for Ethical Appeals which help establish Capote's trustworthiness and credibility.

Writing:
None

Evaluation:
None

Differentiation:

Day Eight
Thursday, September 7
In Cold Blood by Truman Capote

Objective:
- The student will discuss the plot of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

Resources:
In Cold Blood by Truman Capote Part One Questions

Activities/Procedures:
- The students will discuss the events that transpire in Part One of In Cold Blood by Truman Capote by Truman Capote.
The students will work alone or in groups to answer the In Cold Blood by Truman Capote Part One Questions. The In Cold Blood by Truman Capote Part One Questions are due on Monday, September 11.

Writing:
The In Cold Blood by Truman Capote Part One Questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The In Cold Blood by Truman Capote Part One Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Day Nine
Friday, September 8
In Cold Blood by Truman Capote
Objective:
- The student will discuss the background of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

Resources:
In Cold Blood by Truman Capote Part One Questions
"The Story behind a Nonfiction Novel" by George Plimpton

Activities/Procedures:
- The students will discuss the events that led Truman Capote to write In Cold Blood. They will read and discuss "The Story behind a Nonfiction Novel" by George Plimpton.
- The students will work alone or in groups to answer the In Cold Blood by Truman Capote Part One Questions. The In Cold Blood by Truman Capote Part One Questions are due on Monday, September 11.

Writing:
The In Cold Blood by Truman Capote Part One Questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The In Cold Blood by Truman Capote Part One Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Week Three
Day Ten
Monday, September 11
In Cold Blood by Truman Capote
The In Cold Blood by Truman Capote Part One Questions are due today.
Objective:
- The student will discuss the background of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

Resources:
"The Story behind a Nonfiction Novel" by George Plimpton
In Cold Blood Persons Unknown

Activities/Procedures:
- The students will discuss the events that led Truman Capote to write *In Cold Blood*. They will read and discuss "The Story behind a Nonfiction Novel" by George Plimpton.
- The students will work alone or in groups to answer the *In Cold Blood* Persons Unknown questions. The *In Cold Blood* Persons Unknown questions are due on Friday, September 15.

Writing:
The *In Cold Blood* by Truman Capote Persons Unknown questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The *In Cold Blood* Persons Unknown questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Day Eleven
Tuesday, September 12
Social Issues Research Paper

Social Issues Research Paper due Monday, October 2

Objective:
- The student will consider a social issue to research for a research paper.
- The student will discuss how to write a Research Question.
- The student will discuss how to write a Thesis Statement.

Resources:
The Norton Field Guide to Writing

Activities/Procedures:
The students will read about and discuss how to write a Research Question and a Thesis Statement for a research paper. The students will discuss a research question for their particular topic. The students will write a research question in a complete sentence with proper capitalization, punctuation, spelling, grammar, and usage.

Writing:
The students will write a Research Question and a Thesis Statement in complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The Research Question and Thesis Statement will be graded for content and as complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Day Twelve
Wednesday, September 13
Social Issues Research Paper
The Social Issues Research Paper Annotated Bibliography is due on Monday, September 18.

Objective:
- The student will discuss how to create an Annotated Bibliography.
- The student will discuss how to find sources.

Resources:
The Norton Field Guide to Writing

Activities/Procedures:
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.

Writing:
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

Evaluation:
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

Differentiation:

Day Thirteen
Thursday, September 14
Social Issues Research Paper

The Social Issues Research Paper Annotated Bibliography is due on Monday, September 18.

Objective:
- The student will discuss how to create an Annotated Bibliography.
- The student will discuss how to find sources.

Resources:
The Norton Field Guide to Writing

Activities/Procedures:
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.

Writing:
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

Evaluation:
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

**Differentiation:**

**Day Fourteen**
**Friday, September 15**
**Social Issues Research Paper**
The Social Issues Research Paper Annotated Bibliography is due on Monday, September 18.
The *In Cold Blood* Persons Unknown questions are due today.
**Objective:**
- The student will discuss how to create an Annotated Bibliography.
- The student will discuss how to find sources.

**Resources:**
[The Norton Field Guide to Writing](#)

**Activities/Procedures:**
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.

**Writing:**
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

**Evaluation:**
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

**Differentiation:**

**Week Four**
**Day Fifteen**
**Monday, September 18**
**In Cold Blood by Truman Capote**
**Objective:**
- The student will read and discuss with the class the article "The Story behind a Nonfiction Novel" by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory."

**Resources:**
"The Story behind a Nonfiction Novel" by George Plimpton
*In Cold Blood* and "A Christmas Memory"
Online Text of "A Christmas Memory"
Audio Recording of "A Christmas Memory"
Schoology
Activities/Procedures:
- The students will read and discuss the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The students will read and discuss the short story "A Christmas Memory."
- The students will listen to an audio recording of the short story "A Christmas Memory."

Writing:
None

Evaluation:
None

Differentiation:

Day Sixteen
Tuesday, September 19
*In Cold Blood by Truman Capote*

Objective:
- The student will read and discuss with the class the article "The Story behind a Nonfiction Novel" by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory."

Resources:
"The Story behind a Nonfiction Novel" by George Plimpton
*In Cold Blood* and "A Christmas Memory"
Online Text of "A Christmas Memory"
Audio Recording of "A Christmas Memory"
Schoology

Activities/Procedures:
- The students will read and discuss the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The students will read and discuss the short story "A Christmas Memory."
- The students will listen to an audio recording of the short story "A Christmas Memory."

Writing:
None

Evaluation:
None

Differentiation:

Day Seventeen
Wednesday, September 20
*In Cold Blood by Truman Capote*

Objective:
- The student will read and discuss with the class the article "The Story behind a Nonfiction Novel" by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory."

Resources:
"The Story behind a Nonfiction Novel" by George Plimpton
*In Cold Blood* and "A Christmas Memory"
Online Text of "A Christmas Memory"
Audio Recording of "A Christmas Memory"
Schoology

**Activities/Procedures:**
- The students will read and discuss the article “The Story behind a Nonfiction Novel" by George Plimpton.
- The students will read and discuss the short story "A Christmas Memory."
- The students will listen to an audio recording of the short story "A Christmas Memory."

**Writing:**
None

**Evaluation:**
None

**Differentiation:**

**Day Eighteen**
Thursday, September 21
*In Cold Blood* by Truman Capote
**The In Cold Blood and "A Christmas Memory" Assignment is due on Monday, September 25.**

**Objective:**
- The student will read and discuss the short story "A Christmas Memory."
- The student will work on the *In Cold Blood* and "A Christmas Memory" Assignment.

**Resources:**
*In Cold Blood* and "A Christmas Memory"
Online Text of "A Christmas Memory"
Audio Recording of "A Christmas Memory"
Schoology
Google Drive

**Activities/Procedures:**
- The students will read and discuss the short story "A Christmas Memory."
- The students will listen to an audio recording of the short story "A Christmas Memory."
- The students will work on the *In Cold Blood* and "A Christmas Memory" Assignment.

**Writing:**
The students will each make a copy of the *In Cold Blood* and “A Christmas Memory” Assignment. They will answer the questions on the assignment in complete sentences with correct spelling, capitalization, usage, and grammar.

**Evaluation:**
The answers on the *In Cold Blood* and “A Christmas Memory” Assignment will be graded for content and for complete sentences with correct spelling, capitalization, usage, and grammar.

**Differentiation:**
Day Nineteen  
Friday, September 22
*In Cold Blood* by Truman Capote

The *In Cold Blood* and "A Christmas Memory" Assignment is due on Monday, September 25.

Objective:
The student will read and discuss literary criticism.

Resources:
"A Cold Manipulation of Language" by Melissa Noel
Schoology

Activities/Procedures:
The students will read and discuss "A Cold Manipulation of Language" by Melissa Noel.

Writing:
None

Assessment:
None

Differentiation:

Week Five
Day Twenty

Monday, September 25

Social Issues Research Paper

Social Issues Research Paper due Monday, October 3

The *In Cold Blood* and "A Christmas Memory" Assignment is due today.

Objective:
The student will continue to discuss how to write a research paper.

Resources:
Google Drive  
TumlIn
Schoology
Research Paper Scoring Rubric
The Norton Field Guide to Writing

Activities/Procedures:
The students will discuss how to write the Introductory Paragraph to their Social Issues Research Paper over a social issue.

Writing:
The students will write the Introductory Paragraph to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Introductory Paragraph to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-One
Tuesday, September 26
Social Issues Research Paper
Social Issues Research Paper due Monday, October 3
Objective:
The student will continue to discuss how to write a research paper.

Resources:
Google Drive
TurnItIn
Schoology
Research Paper Scoring Rubric
The Norton Field Guide to Writing

Activities/Procedures:
The students will discuss how to write Body Paragraphs to their Social Issues Research Paper over a social issue.

Writing:
The students will write the Body Paragraphs to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Body Paragraphs to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-Two
Wednesday, September 27
Social Issues Research Paper
Social Issues Research Paper due Monday, October 3
Objective:
The student will continue to discuss how to write a research paper.

Resources:
Google Drive
TurnItIn
Schoology
Research Paper Scoring Rubric
The Norton Field Guide to Writing

Activities/Procedures:
The students will continue to discuss how to write Body Paragraphs to their Social Issues Research Paper over a social issue.

Writing:
The students will continue to write the Body Paragraphs to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Body Paragraphs to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-Three
Thursday, September 28
Social Issues Research Paper
Social Issues Research Paper due Monday, October 3
Objective:
The student will continue to discuss how to write a research paper.

Resources:
Google Drive
TurnItIn
Schoology
Research Paper Scoring Rubric
The Norton Field Guide to Writing

Activities/Procedures:
The students will continue to discuss how to write Body Paragraphs to their Social Issues Research Paper over a social issue.

Writing:
The students will continue to write the Body Paragraphs to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Body Paragraphs to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-Four
Friday, September 29
Social Issues Research Paper
Social Issues Research Paper due Monday, October 3
Objective:
The student will continue to discuss how to write a research paper.

Resources:
Google Drive
TurnItIn
Schoology
Research Paper Scoring Rubric
The Norton Field Guide to Writing
Purdue Owl

Activities/Procedures:
The students will discuss how to write the Conclusion to their Social Issues Research Paper over a social issue.

Writing:
The students will write the Conclusion to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Conclusion to the Social Issues Research Paper over a social issue will be graded for form, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Week Six
Day Twenty-Five
Monday, October 2

The Scarlet Letter by Nathaniel Hawthorne
First Social Issues Research Paper due today
“Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, October 6

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

Resources:
"The Scarlet Letter online text
"The Minister's Black Veil" by Nathaniel Hawthorne"
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

Activities/Procedures:
The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.
**Evaluation:**
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Differentiation:**

**Day Twenty-Six**
**Tuesday, October 3**
**Last Day of the First Six Weeks Grading Period**
*The Scarlet Letter* by Nathaniel Hawthorne
First Social Issues Research Paper due today
“Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, October 6

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

**Resources:**
"The Scarlet Letter online text"
"The Minister's Black Veil" by Nathaniel Hawthorne"
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

**Activities/Procedures:**
The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Writing:**
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

**Evaluation:**
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Differentiation:**

**Day Twenty-Seven**
**Wednesday, October 4**
**First Day of the Second Six Weeks Grading Period**
**The Scarlet Letter by Nathaniel Hawthorne**

First Social Issues Research Paper due today

“Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, October 6

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

**Resources:**
- "The Scarlet Letter online text"
- "The Minister's Black Veil" by Nathaniel Hawthorne"
- Google Drive
- Schoology
- Holt McDougal American Literature Online Textbook

**Activities/Procedures:**
The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Writing:**
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

**Evaluation:**
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Differentiation:**

**Day Twenty-Eight**

**Thursday, October 5**

*The Scarlet Letter by Nathaniel Hawthorne*

First Social Issues Research Paper due today

“Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, October 6

**Objective:**
- The student will view a presentation on Understanding Plagiarism, Group Work, and Collaboration.
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

**Resources:**
"The Scarlet Letter online text
"The Minister's Black Veil" by Nathaniel Hawthorne"
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

Activities/Procedures:
The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:

Day Twenty-Nine
Friday, October 6
The Scarlet Letter by Nathaniel Hawthorne
First Social Issues Research Paper due today
"Sinners in the Hands of an Angry God" After Reading Questions 1-8 are due today.

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

Resources:
"The Scarlet Letter online text
"The Minister's Black Veil" by Nathaniel Hawthorne"
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

Activities/Procedures:
The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

**Evaluation:**
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

**Differentiation:**

**Week Seven**
**Monday, October 9**
**Professional Development Day**

**Day Thirty**
**Tuesday, October 10**
*The Scarlet Letter* by Nathaniel Hawthorne

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.

**Resources:**
"How Religion in the United States Avails itself of Democratic Tendencies"
*The Scarlet Letter* online text
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

**Activities/Procedures:**
The students will read and discuss as a class "How Religion in the United States Avails itself of Democratic Tendencies" by Alexis de Tocqueville and the Introduction: “The Custom-House” and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.

**Writing:**
None

**Evaluation:**
None

**Differentiation:**

**Day Thirty-One**
**Wednesday, October 11**
**PSAT Test**

**Day Thirty-Two**
**Thursday, October 12**
The Scarlet Letter by Nathaniel Hawthorne

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.

Resources:
"How Religion in the United States Avails itself of Democratic Tendencies"
The Scarlet Letter online text
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

Activities/Procedures:
The students will read and discuss as a class "How Religion in the United States Avails itself of Democratic Tendencies" by Alexis de Tocqueville and the Introduction: “The Custom-House” and Chapters 1-2 from The Scarlet Letter by Nathaniel Hawthorne.

Writing:
None

Evaluation:
None

Differentiation:

Day Thirty-Three
Friday, October 13
The Scarlet Letter by Nathaniel Hawthorne

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.

Resources:
"How Religion in the United States Avails itself of Democratic Tendencies"
The Scarlet Letter online text
Google Drive
Schoology
Holt McDougal American Literature Online Textbook

Activities/Procedures:
The students will read and discuss as a class "How Religion in the United States Avails itself of Democratic Tendencies" by Alexis de Tocqueville and the Introduction: “The Custom-House” and Chapters 1-2 from The Scarlet Letter by Nathaniel Hawthorne.

Writing:
None

Evaluation:
None

Differentiation:

Week Eight
Day Thirty-Four
Monday, October 16
*The Scarlet Letter* by Nathaniel Hawthorne
*The Scarlet Letter* Chapters 1-2 Questions due on Friday, October 20.
Read Chapters 3-8 in *The Scarlet Letter* by Monday, October 23.
Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 20.

Objective:

- The student will read and discuss early American literature.
- The student will answer questions over early American literature.

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 1-2 Questions

Activities/Procedures:
The students will read and discuss Chapter 3 “The Recognition” and Chapter 4 “The Interview” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss "The Custom-House" and Chapters 1-2 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 1-2 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 20. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Thirty-Five
Tuesday, October 17
*The Scarlet Letter* by Nathaniel Hawthorne
*The Scarlet Letter* Chapters 1-2 Questions due on Friday, October 20.
Read Chapters 3-8 in *The Scarlet Letter* by Monday, October 23.
Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 20.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- Google Drive
- Schoology
  - *The Scarlet Letter* Chapters 1-2 Questions

**Activities/Procedures:**
The students will read and discuss Chapter 5 “Hester at Her Needle” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss "The Custom-House" and Chapters 1-2 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 1-2 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 20. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Thirty-Six**
**Wednesday, October 18**
*The Scarlet Letter* by Nathaniel Hawthorne
*The Scarlet Letter* Chapters 1-2 Questions due on Friday, October 20.
Read Chapters 3-8 in *The Scarlet Letter* by Monday, October 23.
Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 20.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- Google Drive
- Schoology
  - *The Scarlet Letter* Chapters 1-2 Questions
Activities/Procedures:
The students will read and discuss Chapter 6 “Pearl” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss "The Custom-House" and Chapters 1-2 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 1-2 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 20. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Thirty-Seven
Thursday, October 19

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 1-2 Questions due on Friday, October 20.

Read Chapters 3-8 in *The Scarlet Letter* by Monday, October 23.

Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 20.

Objective:
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 1-2 Questions

Activities/Procedures:
The students will read and discuss Chapter 7 “The Governor’s Hall” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss "The Custom-House" and Chapters 1-2 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 1-2 in *The Scarlet Letter*. 
Writing:
The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 20. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

**Day Thirty-Eight**
**Friday, October 20**

*The Scarlet Letter* by Nathaniel Hawthorne

The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 20. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will give an oral presentation over early American literature.

**Resources:**
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 1-2 Questions

**Activities/Procedures:**
The students will read and discuss Chapter 8 “The The Elf-Child and the Minister” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss "The Custom-House" and Chapters 1-2 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 1-2 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the
activity in turnitin today. *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Week Nine**  
**Day Thirty-Nine**  
**Monday, October 23**

*The Scarlet Letter* by Nathaniel Hawthorne  
*The Scarlet Letter* Chapter 3-8 test is today.  
*The Scarlet Letter* Chapters 3-8 Questions are due on Friday, October 27.  
*The Scarlet Letter* Chapters 9-12 reading quiz is Friday, October 27.  
**Group Two The Scarlet Letter Presentation (Chapters 5-8) is Friday, October 27.**

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about early American fiction (novel).
- The student will take a quiz over early American fiction.

**Resources:**  
*The Scarlet Letter* by Nathaniel Hawthorne online text  
Google Drive  
Schoology  
*The Scarlet Letter* Chapters 3-8 Quiz  
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions

**Activities/Procedures:**  
The students will take a quiz over chapters 3-8 of *The Scarlet Letter* by Nathaniel Hawthorne.  
The students will read and discuss Chapter 9 “The Leech” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.  
The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 9-12 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 3-8 in *The Scarlet Letter.*

**Writing:**  
The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter.* The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 3-8 assignment to turnitin.com on Friday, October 27. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**  
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, October 27.

**Differentiation:**
Day Forty
Tuesday, October 24

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 3-8 Questions are due on Friday, October 27.

*The Scarlet Letter* Chapters 9-12 reading quiz is Friday, October 27.

Group Two *The Scarlet Letter* Presentation (Chapters 5-8) is Friday, October 27.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

**Resources:**
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions

**Activities/Procedures:**
The students will read and discuss Chapter 10 “The Leech and His Patient” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 9-12 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 3-8 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 3-8 assignment to turnitin.com on Friday, October 27. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, October 27.

**Differentiation:**

Day Forty-One
Wednesday, October 25

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 3-8 Questions are due on Friday, October 27.

*The Scarlet Letter* Chapters 9-12 reading quiz is Friday, October 27.

Group Two *The Scarlet Letter* Presentation (Chapters 5-8) is Friday, October 27.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- Google Drive
- Schoology
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions

Activities/Procedures:
The students will read and discuss Chapter 11 "The Interior of a Heart" of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 9-12 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 3-8 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 3-8 assignment to turnitin.com on Friday, October 27. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, October 27.

Differentiation:

Day Forty-Two
Thursday, October 26

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 3-8 Questions are due on Friday, October 27.

*The Scarlet Letter* Chapters 9-12 reading quiz is Friday, October 27.

Group Two *The Scarlet Letter* Presentation (Chapters 5-8) is Friday, October 27.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- Google Drive
- Schoology
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions

Activities/Procedures:
The students will read and discuss Chapter 12 “The Minister’s Vigil” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 9-12 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 3-8 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 3-8 assignment to turnitin.com on Friday, October 27. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, October 27.

**Differentiation:**

**Day Forty-Three**  
**Friday, October 27**

*The Scarlet Letter* by Nathaniel Hawthorne  
*The Scarlet Letter* Chapters 3-8 Questions are due today.  
*The Scarlet Letter* Chapters 9-12 reading quiz is today.  
Group Two *The Scarlet Letter* (Chapters 5-8) Presentation is today.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will take a quiz over Early American fiction (novel).

**Resources:**
*The Scarlet Letter* by Nathaniel Hawthorne online text  
Google Drive  
Schoology  
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions

**Activities/Procedures:**
The students will take a quiz over Chapters 9-12 of *The Scarlet Letter* by Nathaniel Hawthorne.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 9-12 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 3-8 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter*...
Evaluation:
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the activity in turnitin.com today.

Differentiation:

Week Ten
Day Forty-Four
Monday, October 30

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 13-20 Questions are due on Monday, November 6.

Group Three *The Scarlet Letter* (Chapters 9-12) Presentation is Friday, November 3.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 13-20 Questions

Activities/Procedures:
The students will read and discuss chapters 13 "Another View of Hester" and 14 "Hester and the Physician" in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Monday, November 3. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 13-20 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 3.

Differentiation:

Day Forty-Five
Tuesday, October 31
The Scarlet Letter by Nathaniel Hawthorne
The Scarlet Letter Chapters 13-20 Questions are due on Monday, November 6.
Group Three The Scarlet Letter (Chapters 9-12) Presentation is Friday, November 3.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
The Scarlet Letter by Nathaniel Hawthorne online text
Google Drive
Schoology
The Scarlet Letter Chapters 13-20 Questions

Activities/Procedures:
The students will read and discuss chapters 15 “Hester and Pearl” and 16 “A Forest Walk” in The Scarlet Letter by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of The Scarlet Letter by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in The Scarlet Letter by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in The Scarlet Letter.

Writing:
The students will complete an assignment over Chapters 13-20 in The Scarlet Letter. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit The Scarlet Letter Chapters 13-20 assignment to turnitin.com on Monday, November 3. The Scarlet Letter Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 13-20 in The Scarlet Letter will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 3.

Differentiation:

Day Forty-Six
Wednesday, November 1
The Scarlet Letter by Nathaniel Hawthorne
The Scarlet Letter Chapters 13-20 Questions are due on Monday, November 6.
Group Three The Scarlet Letter (Chapters 9-12) Presentation is Friday, November 3.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
The Scarlet Letter by Nathaniel Hawthorne online text
Google Drive
Schoology
The Scarlet Letter Chapters 13-20 Questions

Activities/Procedures:
The students will read and discuss chapter 17 "The Pastor and the Parishioner" and 18"A Flood of Sunshine" in The Scarlet Letter by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of The Scarlet Letter by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in The Scarlet Letter by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in The Scarlet Letter.

Writing:
The students will complete an assignment over Chapters 13-20 in The Scarlet Letter. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit The Scarlet Letter Chapters 13-20 assignment to turnitin.com on Monday, November 3. The Scarlet Letter Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 13-20 in The Scarlet Letter will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 3.

Differentiation:

Day Forty-Seven
Thursday, November 2
The Scarlet Letter by Nathaniel Hawthorne
The Scarlet Letter Chapters 13-20 Questions are due on Monday, November 6.
Group Three The Scarlet Letter (Chapters 9-12) Presentation is Friday, November 3.
Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
The Scarlet Letter by Nathaniel Hawthorne online text
Google Drive
Schoology
The Scarlet Letter Chapters 13-20 Questions

Activities/Procedures:
The students will read and discuss chapter 19 “The Child at the Brookside” in The Scarlet Letter by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of The Scarlet Letter by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in The Scarlet Letter by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in The Scarlet Letter.
Writing:
The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Monday, November 3. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 13-20 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 3.

Differentiation:

Day Forty-Eight
Friday, November 3
*The Scarlet Letter* by Nathaniel Hawthorne
*The Scarlet Letter* Chapters 13-20 Questions are due on Monday, November 6.
Group Three *The Scarlet Letter* (Chapters 9-12) Presentation is today.
Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 13-20 Questions

Activities/Procedures:
The students will read and discuss chapter 20 “The Minister in a Maze” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Monday, November 3. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 13-20 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 3.
Differentiation:

Week Eleven
Day Forty-Nine
Monday, November 6

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 13-20 Questions are due today.

*The Scarlet Letter* Chapters 21-24 Questions are due on Monday, November 13.

Group Four *The Scarlet Letter* (Chapters 13-16) Presentation is Friday, November 10.

Group Five *The Scarlet Letter* (Chapters 17-20) Presentation is Monday, November 13.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:

*The Scarlet Letter* by Nathaniel Hawthorne online text

Google Drive
Schoology

*The Scarlet Letter* Chapters 13-20 Questions

*The Scarlet Letter* Chapters 21-24 Questions

Activities/Procedures:

The students will read and discuss chapter 21 “The New England Holiday” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 13-20 in *The Scarlet Letter*.

Writing:

The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com today. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:

The assignment over Chapters 13-20 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com today.

Differentiation:

Day Fifty
Tuesday, November 7

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 21-24 Questions are due on Monday, November 13.

Group Four *The Scarlet Letter* (Chapters 13-16) Presentation is Friday, November 10.
**Group Five The Scarlet Letter (Chapters 17-20) Presentation is Monday, November 13.**

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

**Resources:**
*The Scarlet Letter by Nathaniel Hawthorne online text*
Google Drive
Schoology
*The Scarlet Letter Chapters 21-24 Questions*

**Activities/Procedures:**
The students will read and discuss chapter 22 “The Procession” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*.

**Writing:**
The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com on Monday, November 13. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The assignment over Chapters 21-24 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 13.

**Differentiation:**

**Day Fifty-One**

**Wednesday, November 8**

**Last Day of the Second Six Weeks**

*The Scarlet Letter by Nathaniel Hawthorne*

*The Scarlet Letter* Chapters 21-24 Questions are due on Monday, November 13.

**Group Four The Scarlet Letter (Chapters 13-16) Presentation is Friday, November 10.**

**Group Five The Scarlet Letter (Chapters 17-20) Presentation is Monday, November 13.**

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

**Resources:**
*The Scarlet Letter by Nathaniel Hawthorne online text*
Google Drive
Schoology
*The Scarlet Letter Chapters 21-24 Questions*
Activities/Procedures:
The students will read and discuss chapter 23 “The Revelation of the Scarlet Letter” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com on Monday, November 13. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 21-24 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 13.

Differentiation:

Day Fifty-Two
Thursday, November 9
First Day of the Third Six Weeks
*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 21-24 Questions are due on Monday, November 13.

Group Four *The Scarlet Letter* (Chapters 13-16) Presentation is Friday, November 10.

Group Five *The Scarlet Letter* (Chapters 17-20) Presentation is Monday, November 13.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text

Google Drive
Schoology
*The Scarlet Letter* Chapters 21-24 Questions

Activities/Procedures:
The students will read and discuss chapter 24 “Conclusion” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*. 
Writing:
The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com on Monday, November 13. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 21-24 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 13.

Differentiation:

Day Fifty-Three
Friday, November 10

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 21-24 Questions are due on Monday, November 13.

Group Four *The Scarlet Letter* (Chapters 13-16) Presentation is today.

Group Five *The Scarlet Letter* (Chapters 17-20) Presentation is Monday, November 13.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text

Google Drive
Schoology
*The Scarlet Letter Chapters 21-24 Questions*

Activities/Procedures:
The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com on Monday, November 13. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 21-24 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Monday, November 13.
Differentiation:

Week Twelve
Day Fifty-Four
Monday, November 13
*The Scarlet Letter* by Nathaniel Hawthorne
*The Scarlet Letter* Chapters 21-24 Questions are due today.
Group Five *The Scarlet Letter* (Chapters 17-20) Presentation is today.
Group Six *The Scarlet Letter* (Chapters 21-24) Presentation is Tuesday, November 14.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Google Drive
Schoology
*The Scarlet Letter* Chapters 21-24 Questions

Activities/Procedures:
The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*.

Writing:
The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com today. *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
The assignment over Chapters 21-24 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com today.

Differentiation:

Day Fifty-Five
Tuesday, November 14
*The Scarlet Letter* by Nathaniel Hawthorne
Group Six *The Scarlet Letter* (Chapters 21-24) Presentation is today.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).

Resources:
*The Scarlet Letter* by Nathaniel Hawthorne online text
Activities/Procedures:
The students will take a final test over *The Scarlet Letter* by Nathaniel Hawthorne.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language. The students will discuss Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The students will work to complete an assignment over Chapters 21-24 in *The Scarlet Letter*.

Writing:
None

Evaluation:
The final test over *The Scarlet Letter* by Nathaniel Hawthorne will be scored for accuracy.

Differentiation:

Day Fifty-Six

Wednesday, November 15

*The Crucible* by Arthur Miller

Objective:
- The student will read about and discuss the background of a work of American drama.
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
[Holt McDougal American Literature Online Textbook](#)
Schoology
Google Drive
turnitin.com

Activities/Procedures:
The students will read about and discuss *Themes across Time from The Crucible* by Arthur Miller pages 134 and 135 in the Holt McDougal American Literature Online Textbook. The students will begin reading *The Crucible* by Arthur Miller Act One pages 136-162 as a class.

Writing:
None

Evaluation:
None

Differentiation:

Day Fifty-Seven

Thursday, November 16

*The Crucible* by Arthur Miller

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

**Activities/Procedures:**
The students will continue to read *The Crucible* by Arthur Miller Act One pages 136-162 as a class.

**Writing:**
None

**Evaluation:**
None

**Day Fifty-Eight**
**Friday, November 17**
*The Crucible by Arthur Miller*

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

**Activities/Procedures:**
The students will continue to read *The Crucible* by Arthur Miller Act One pages 136-162 as a class.

**Writing:**
None

**Evaluation:**
None

**Monday, November 20**
*Alternative Staff Development/Work Day*

**Tuesday, November 21**
*Alternative Staff Development/Work Day*

**Wednesday, November 22**
*Thanksgiving Break*

**Thursday, November 23**
*Thanksgiving Day*
Friday, November 24
Thanksgiving Break

Week Thirteen
Day Fifty-Nine
Monday, November 27
*

*The Crucible* by Arthur Miller

*The Crucible Act One After Reading Questions due Wednesday, December 3.*

**Objective:**

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**

[Holt McDougal American Literature Online Textbook](Holt McDougal American Literature Online Textbook)
Schoology
Google Drive
turnitin.com

**Activities/Procedures:**

The students will continue to read *The Crucible* by Arthur Miller Act One pages 136-162 as a class. The students will create a Google Doc entitled *The Crucible Act One After Reading Questions*. The students will answer *The Crucible Act One After Reading Questions* 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Writing:**

The students will create a Google Doc entitled *The Crucible Act One After Reading Questions*. The students will answer *The Crucible Act One After Reading Questions* 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**

*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

Day Sixty

Tuesday, November 28

*The Crucible by Arthur Miller Act Two*

*The Crucible Act Two After Reading Questions due on Monday, December 4.*

**Objective:**

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

**Resources:**

[Holt McDougal American Literature Online Textbook](Holt McDougal American Literature Online Textbook)
Schoology
Google Drive
turnitin.com

_The Crucible Act One Quiz_

**Activities/Procedures:**
The students will begin class by taking an online quiz over Act One of _The Crucible_ by Arthur Miller.

The students will begin reading _The Crucible_ by Arthur Miller Act Two pages 164-178 as a class. The students will create a Google Doc entitled _The Crucible_ Act Two After Reading Questions. The students will answer _The Crucible_ Act One After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Writing:**
The students will create a Google Doc entitled _The Crucible_ Act One After Reading Questions. The students will answer _The Crucible_ Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
_The Crucible_ Act One Quiz will be scored for accuracy.

_The Crucible_ Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

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**Day Sixty-One**
**Wednesday, November 29**

_The Crucible by Arthur Miller Act Two_

_The Crucible Act Two After Reading Questions due Monday, December 4._

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

**Activities/Procedures:**
The students will continue to read _The Crucible by Arthur Miller Act Two_ pages 164-178 as a class. The students will create a Google Doc entitled _The Crucible_ Act Two After Reading Questions. The students will continue to answer _The Crucible Act Two_ After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Writing:**
The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will continue to answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
*The Crucible* Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty-Two**
**Thursday, November 30**

*The Crucible* by Arthur Miller Act Two
*The Crucible* Act Two After Reading Questions due on Monday, December 4.

**Objective:**

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

**Resources:**
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com
*The Crucible* Act One Quiz

**Activities/Procedures:**
The students will begin class by taking an online quiz over Act One of *The Crucible* by Arthur Miller.

The students will begin reading *The Crucible* by Arthur Miller Act Two pages 164-178 as a class. The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Writing:**
The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
*The Crucible* Act One Quiz will be scored for accuracy.

*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**
Day Sixty-Three
Friday, December 1

The Crucible by Arthur Miller Act Two
The Crucible Act Two After Reading Questions due Monday, December 12.
Objective:

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

Resources:
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com
The Crucible Act Two Quiz

Activities/Procedures:
The students will begin class by taking an online quiz over Act Two of The Crucible by Arthur Miller.

The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will continue to answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Writing:
The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will continue to answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
The Crucible Act Two Quiz will be scored for accuracy.

The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Week Fourteen
Day Sixty-Four
Monday, December 4
The Crucible by Arthur Miller Act Three
The Crucible Act Three After Reading Questions due Friday, December 8.
The Crucible Act Two After Reading Questions due today.
Objective:

- The student will read and discuss a work of American drama.
The student will answer questions about a work of American drama.

Resources:
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

Activities/Procedures:
The students will begin reading The Crucible by Arthur Miller Act Three pages 180-198 as a class. The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Writing:
The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Five
Tuesday, December 5
The Crucible by Arthur Miller Act Three
The Crucible Act Three After Reading Questions due Friday, December 8.
Objective:

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

Activities/Procedures:
The students will begin reading The Crucible by Arthur Miller Act Three pages 180-198 as a class. The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Writing:
The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on
The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
*The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty-Six**
**Wednesday, December 6**

*The Crucible* by Arthur Miller Act Three

*The Crucible* Act Three After Reading Questions due Friday, December 8.

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

**Activities/Procedures:**
The students will begin reading *The Crucible* by Arthur Miller Act Three pages 180-198 as a class. The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Writing:**
The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
*The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty-Seven**
**Thursday, December 7**

*The Crucible* by Arthur Miller Act Three

*The Crucible* Act Three After Reading Questions due Friday, December 8.

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

Resources:
Holt McDougal American Literature Online Textbook
Schoology
Google Drive
turnitin.com

Activities/Procedures:
The students will begin class by taking an online quiz over Act Three of The Crucible by Arthur Miller.

The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will continue to answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Writing:

Evaluation:
The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Eight
Friday, December 8
The Crucible by Arthur Miller Act Three
The Crucible Act Three After Reading Questions due today.

The students will begin reading The Crucible by Arthur Miller Act Three pages 180-198 as a class. The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will continue to answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
*The Crucible* Act Three Quiz will be scored for accuracy.

*The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Week Fifteen**
**Monday, December 11**
**Day Sixty-Nine**

**Tuesday, December 12**
**Day Seventy**

**Wednesday, December 13**
**Day Seventy-One**
**Thursday, December 14**
**Day Seventy-Two**

**Friday, December 15**
**Day Seventy-Three**
**Last Day of Classes at Angelo State University**

**Week Sixteen**
**Monday, December 18**
**Day Seventy-Four**

**Tuesday, December 19**
**Day Seventy-Five**

**Wednesday, December 20**
**Day Seventy-Six**
**Instructional Early Release Day**

**Thursday, December 21**
**Day Seventy-Five**
**Instructional Early Release Day**
Last Day of the Third Six Weeks Grading Period