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.
   e-mail: nathan.monroe@abileneisd.org
   Telephone: (325) 794-1497 ext. 2108

Course Description: A study of diverse works by British writers, with an emphasis on reading, comprehending, and thinking critically about the selected works within the context of British cultural and literary history

Foundational Component Area: Language, Philosophy, and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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.
   ● How to Read Literature like a Professor by Thomas Foster
      It can also be accessed here: How to Read Literature like a Professor
   ● Holt McDougal Literature Grade 11. Online Literature Book

Course Objectives and Learning Outcomes: English 2323 is a general survey with the primary objective of familiarizing students with some of the major periods, authors, and literary movements in British literature from the late-18th century through the early 20th century. Upon completing sophomore literature, students should be able to
   ● understand the role of literature as an expression of values and interpretation of human experience;
   ● understand and apply methods of responding to literature analytically;
   ● understand the form, function, scope and variety of literature, including specialized terminology; and
   ● understand the interactive relationship between history, culture, and literature.
ASU Core Curriculum Objectives for Sophomore Literature and Related Course Assessments: Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.

**Critical thinking** will be demonstrated in reading quizzes, written analyses, or examinations. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.

**Communication** will be demonstrated in reading quizzes, written analyses, or examinations. Students will develop, interpret, and express ideas through effective written communication.

**Social responsibility** will be demonstrated in written reflection on public reading or lecture. Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

**Personal responsibility** will be demonstrated in reading quizzes, written analyses, or examinations.

Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

Angelo State University Core Curriculum Objectives for English 2323 and Related Course 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. Sophomore literature learning outcomes will be measured by various assignments, including the composition of a literary analysis.

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 ENGL2323 (Readings in British Literature)/Advanced Placement English Literature and Composition Syllabus

Week One
Day One
Wednesday, August 22
First Day of School
First Day of the First Six Weeks Grading Period

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 Literature and Composition Study Guide
● Dual Credit ENGL2323 (Readings in British Literature)/Advanced Placement English Literature and Composition Syllabus
● "On Finding Your Purpose" by Hunter S. Thompson

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 Literature and Composition Study Guide, and the Dual Credit ENGL2323 (Readings in British Literature)/Advanced Placement English Literature and Composition Syllabus.
● The students will read and discuss "On Finding Your Purpose" by Hunter S. Thompson

Closure:
The students will write a reflection on their thoughts about “On Finding Your Purpose” by Hunter S. Thompson. They will write their reflection in a Google Doc entitled English IV Musings. The reflection will be written in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Writing:
The students will write a reflection on their thoughts about “On Finding Your Purpose” by Hunter S. Thompson. They will write their reflection in a Google Doc entitled English IV Musings. The reflection will be written in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
None

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration
Day Two  
Thursday, August 23  
Summer Reading Assessments

Objective:
- The student will demonstrate mastery of the summer reading assignments.
- The student will read and discuss literature.

Resources:
- *How to Read Literature Like a Professor* Summer Reading Test One
- *How to Read Literature Like a Professor* Summer Reading Test Two
- *Cry, the Beloved Country* Summer Reading Test
- *How to Read Literature Like a Professor* by Thomas C. Foster PDF
- *Cry, the Beloved Country* by Alan Paton PDF

Activities/Procedures:
- The students will take the reading test over *How to Read Literature Like a Professor* by Thomas C. Foster.
- The students will take the reading test over *Cry, the Beloved Country* by Alan Paton.

Closure:
The students will begin reading and discussing Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton.

Writing:
None

Evaluation:
- The reading test over *How to Read Literature Like a Professor* by Thomas C. Foster will be graded for accuracy.
- The reading test over *Cry, the Beloved Country* by Ernest Hemingway will be graded for accuracy.

Differentiation:
JD - Type 2 Diabetes
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Day Three  
Friday, August 24  
*Cry, the Beloved Country* by Alan Paton
The *Cry, the Beloved Country* Chapters 1-5 Questions are due on Friday, August 31.

Objective:
- The student will view a presentation on Understanding Plagiarism, Group Work, and Collaboration.
The student will read and discuss literature.
The student will answer questions over literature.

Resources:
- ATEMS Academic Honesty Commitment 2017-2018 Contract
- Understanding Plagiarism Group Work, and Collaboration
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 1-5 Questions
- Schoology
- Google Drive
- turnitin.com

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 Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 1-5 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 1-5 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 1-5 Questions.

Writing:
The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
The *Cry, the Beloved Country* Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
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Week Two
Day Four
Monday, August 27
First Day of Classes at Angelo State University

Cry, the Beloved Country by Alan Paton

The Cry, the Beloved Country Chapters 1-5 Questions are due on Friday, August 31.

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

Resources:
- Cry, the Beloved Country by Alan Paton PDF
- Cry, the Beloved Country Chapters 1-5 Questions
- Cry, the Beloved Country Chapters 6-14 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 6-14 of Cry, the Beloved Country by Alan Paton.
- The students will answer questions over Chapters 1-5 of Cry, the Beloved Country by Alan Paton.
- The students will make a copy of the Cry, the Beloved Country Chapters 1-5 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 1-5 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 6-14 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 6-14 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 1-5 Questions.

Writing:
- The Cry, the Beloved Country Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The Cry, the Beloved Country Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

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Day Five
Tuesday, August 28

*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 1-5 Questions are due on Friday, August 31.

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

Resources:
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 1-5 Questions
- *Cry, the Beloved Country* Chapters 6-14 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 1-5 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
Evaluation:
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

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Day Six
Wednesday, August 29
*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 1-5 Questions are due on Friday, August 31.

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

Resources:
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 1-5 Questions
- *Cry, the Beloved Country* Chapters 6-14 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 1-5 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 1-5 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.
Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 1-5 Questions.

Writing:
- The Cry, the Beloved Country Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The Cry, the Beloved Country Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

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Day Seven
Thursday, August 30
Cry, the Beloved Country by Alan Paton
The Cry, the Beloved Country Chapters 1-5 Questions are due on Friday, August 31.

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

Resources:
- Cry, the Beloved Country by Alan Paton PDF
- Cry, the Beloved Country Chapters 1-5 Questions
- Cry, the Beloved Country Chapters 6-14 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 6-14 of Cry, the Beloved Country by Alan Paton.
- The students will answer questions over Chapters 1-5 of Cry, the Beloved Country by Alan Paton.
- The students will make a copy of the Cry, the Beloved Country Chapters 1-5 Questions.
students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 1-5 Questions will be submitted to turnitin.com.

- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.

**Closure:**
The students will discuss answers to the *Cry, the Beloved Country* Chapters 1-5 Questions.

**Writing:**
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Evaluation:**
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Differentiation:**
**JD - Type 2 Diabetes**
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**Day Eight**
**Friday, August 31**

*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 1-5 Questions are due today.

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

**Resources:**
Activities/Procedures:
- The students will read and discuss Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 1-5 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 1-5 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 1-5 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 1-5 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The *Cry, the Beloved Country* Chapters 1-5 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
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JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his personal iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration
Week Three  
Monday, September 3  
Labor Day Holiday

Day Nine  
Tuesday, September 4  
Angelo State University Visit  
Cry, the Beloved Country by Alan Paton  
The Cry, the Beloved Country Chapters 6-14 Questions are due Friday, September 7.

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

Resources:  
- Cry, the Beloved Country by Alan Paton PDF  
- Cry, the Beloved Country Chapters 6-14 Questions  
- Cry, the Beloved Country Chapters 15-25 Questions  
- Schoology  
- Google Drive  
- turnitin.com

Activities/Procedures:  
- The students will read and discuss Chapters 15-25 of Cry, the Beloved Country by Alan Paton.  
- The students will answer questions over Chapters 6-14 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 6-14 Questions will be submitted to turnitin.com.  
- The students will answer questions over Chapters 15-25 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 15-25 Questions will be submitted to turnitin.com.

Closure:  
The students will discuss answers to the Cry, the Beloved Country Chapters 6-14 Questions.

Writing:  
- The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.  
- The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
● The *Cry, the Beloved Country* Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

● The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Differentiation:**

**JD - Type 2 Diabetes**

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**Day Ten**

**Wednesday, September 5**

*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 6-14 Questions are due Friday, September 7.

**Objective:**

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

**Resources:**

- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 6-14 Questions
- *Cry, the Beloved Country* Chapters 15-25 Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**

- The students will read and discuss Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 6-14 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 15-25 Questions will be submitted to turnitin.com.
Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 6-14 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The *Cry, the Beloved Country* Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Eleven
Thursday, September 6
*Cry, the Beloved Country* by Alan Paton
The *Cry, the Beloved Country* Chapters 6-14 Questions are due Friday, September 7.

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

Resources:
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 6-14 Questions
- *Cry, the Beloved Country* Chapters 15-25 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 6-14 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved
Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 6-14 Questions will be submitted to turnitin.com.

- The students will answer questions over Chapters 15-25 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 15-25 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 6-14 Questions.

Writing:
- The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The Cry, the Beloved Country Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Twelve
Friday, September 7
Mr. Monroe will not be here today.

Cry, the Beloved Country by Alan Paton
The Cry, the Beloved Country Chapters 6-14 Questions are due today.

Objective:
- The student will read and discuss literature.
- The student will answer questions over literature.
Resources:
- Cry, the Beloved Country by Alan Paton PDF
- Cry, the Beloved Country Chapters 6-14 Questions
- Cry, the Beloved Country Chapters 15-25 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 15-25 of Cry, the Beloved Country by Alan Paton.
- The students will answer questions over Chapters 6-14 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 6-14 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 6-14 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 15-25 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 15-25 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 6-14 Questions.

Writing:
- The Cry, the Beloved Country Chapters 6-14 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The Cry, the Beloved Country Chapters 6-14 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Cry, the Beloved Country Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch
Week Four
Day Thirteen
Monday, September 10

*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 15-25 Questions are due on Friday, September 14.

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

Resources:
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 15-25 Questions
- *Cry, the Beloved Country* Chapters 26-36 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 15-25 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 26-36 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 15-25 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
The Cry, the Beloved Country Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Fourteen
Tuesday, September 11
Cry, the Beloved Country by Alan Paton
The Cry, the Beloved Country Chapters 15-25 Questions are due on Friday, September 14.

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

Resources:
- Cry, the Beloved Country by Alan Paton PDF
- Cry, the Beloved Country Chapters 15-25 Questions
- Cry, the Beloved Country Chapters 26-36 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapters 26-36 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 15-25 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 26-36 of Cry, the Beloved Country by Alan Paton. The students will make a copy of the Cry, the Beloved Country Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The Cry, the Beloved Country Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The Cry, the Beloved Country Chapters 26-36 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 15-25 Questions.
Writing:

- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:

- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:

JD - Type 2 Diabetes

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Day Fifteen

Wednesday, September 12

*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 15-25 Questions are due on Friday, September 14.

Objective:

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

Resources:

- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 15-25 Questions
- *Cry, the Beloved Country* Chapters 26-36 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:

- The students will read and discuss Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when
appropriate. The *Cry, the Beloved Country* Chapters 15-25 Questions will be submitted to turnitin.com.

- The students will answer questions over Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 26-36 Questions will be submitted to turnitin.com.

**Closure:**
The students will discuss answers to the *Cry, the Beloved Country* Chapters 15-25 Questions.

**Writing:**
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Evaluation:**
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Differentiation:**
**JD - Type 2 Diabetes**
*JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Sixteen**
**Thursday, September 13**
*Cry, the Beloved Country* by Alan Paton

The *Cry, the Beloved Country* Chapters 15-25 Questions are due on Friday, September 14.

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

**Resources:**
- *Cry, the Beloved Country* by Alan Paton PDF
- *Cry, the Beloved Country* Chapters 15-25 Questions
Activities/Procedures:
- The students will read and discuss Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton.
- The students will answer questions over Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 15-25 Questions will be submitted to turnitin.com.
- The students will answer questions over Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 26-36 Questions will be submitted to turnitin.com.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 15-25 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Differentiation:
**JD - Type 2 Diabetes**
- Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR
- Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration
Day Seventeen  
Friday, September 14  
*Cry, the Beloved Country* by Alan Paton  
The *Cry, the Beloved Country* Chapters 15-25 Questions are due today.

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

Resources:  
- *Cry, the Beloved Country* by Alan Paton PDF  
- *Cry, the Beloved Country* Chapters 15-25 Questions  
- *Cry, the Beloved Country* Chapters 26-36 Questions  
- Schoology  
- Google Drive  
- turnitin.com

Activities/Procedures:  
- The students will read and discuss Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton.  
- The students will answer questions over Chapters 15-25 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 15-25 Questions will be submitted to turnitin.com.  
- The students will answer questions over Chapters 26-36 of *Cry, the Beloved Country* by Alan Paton. The students will make a copy of the *Cry, the Beloved Country* Chapters 15-25 Questions. The students will place an MLA Heading and a Title on the document. The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate. The *Cry, the Beloved Country* Chapters 26-36 Questions will be submitted to turnitin.com.

Closure:  
The students will discuss answers to the *Cry, the Beloved Country* Chapters 15-25 Questions.

Writing:  
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.  
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Evaluation:  
- The *Cry, the Beloved Country* Chapters 15-25 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.  
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Week Five
Day Eighteen
Monday, September 17
The Metamorphosis by Franz Kafka
The Cry, the Beloved Country Chapters 26-36 Questions are due on Friday, September 21.
The Metamorphosis by Franz Kafka Study Guide Questions are due on Friday, September 28.
The Metamorphosis by Franz Kafka Reading Test is on Monday, September 24.

Objective:
● The student will read and discuss literature.
● The student will answer questions about literature.

Resources:
● The Metamorphosis by Franz Kafka
● The Metamorphosis by Franz Kafka
● The Metamorphosis by Franz Kafka Study Guide Questions
● Cry, the Beloved Country Chapters 26-36 Questions

Activities/Procedures:
● The students will read and discuss pages 1-20 of The Metamorphosis by Franz Kafka. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Friday, September 21. The students will take a reading test over The Metamorphosis by Franz Kafka on Monday, September 27.
● The students will make a copy of The Metamorphosis by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer The Metamorphosis by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the Cry, the Beloved Country Chapters 26-36 Questions.

Writing:
● The Cry, the Beloved Country Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
● The students will make a copy of The Metamorphosis by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer The Metamorphosis by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation,
spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

**Evaluation:**
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

**Differentiation:**
- **JD - Type 2 Diabetes**
- **JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Nineteen**
**Tuesday, September 18**

*The Metamorphosis* by Franz Kafka

The *Cry, the Beloved Country* Chapters 26-36 Questions are due on Friday, September 21.

*The Metamorphosis* by Franz Kafka Study Guide Questions are due on Friday, September 28.

*The Metamorphosis* by Franz Kafka Reading Test is on Monday, September 24.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- *Cry, the Beloved Country* Chapters 26-36 Questions

**Activities/Procedures:**
- The students will read and discuss pages 21-40 of *The Metamorphosis* by Franz Kafka. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Friday, September 21. The students will take a reading test over *The Metamorphosis* by Franz Kafka on Monday, September 27.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

**Closure:**
The students will discuss answers to the *Cry, the Beloved Country* Chapters 26-36 Questions.
Writing:
- The Cry, the Beloved Country Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The students will make a copy of The Metamorphosis by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer The Metamorphosis by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:
- The Cry, the Beloved Country Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The Metamorphosis by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Twenty
Wednesday, September 19

The Metamorphosis by Franz Kafka
The Cry, the Beloved Country Chapters 26-36 Questions are due on Friday, September 21.
The Metamorphosis by Franz Kafka Study Guide Questions are due on Friday, September 28.
The Metamorphosis by Franz Kafka Reading Test is on Monday, September 24.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.

Resources:
- The Metamorphosis by Franz Kafka
- The Metamorphosis by Franz Kafka
- The Metamorphosis by Franz Kafka Study Guide Questions
- Cry, the Beloved Country Chapters 26-36 Questions

Activities/Procedures:
- The students will read and discuss pages 41-60 of The Metamorphosis by Franz Kafka. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Friday, September 21. The students will take a reading test over The Metamorphosis by Franz Kafka on Monday, September 27.
• The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

**Closure:**
The students will discuss answers to the *Cry, the Beloved Country* Chapters 26-36 Questions.

**Writing:**
• The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

• The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

**Evaluation:**
• The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

• *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

**Differentiation:**
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Twenty-One**
**Thursday, September 20**

*The Metamorphosis* by Franz Kafka

*The Cry, the Beloved Country* Chapters 26-36 Questions are due on Friday, September 21.

*The Metamorphosis* by Franz Kafka Study Guide Questions are due on Friday, September 28.

*The Metamorphosis* by Franz Kafka Reading Test is on Monday, September 24.

**Objective:**
• The student will read and discuss literature.

• The student will answer questions about literature.

**Resources:**
• *The Metamorphosis* by Franz Kafka

• *The Metamorphosis* by Franz Kafka
Activities/Procedures:
- The students will read and discuss pages 61-80 of *The Metamorphosis* by Franz Kafka. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Friday, September 21. The students will take a reading test over *The Metamorphosis* by Franz Kafka on Monday, September 27.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 26-36 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Twenty-Two
Friday, September 21
*Mr. Monroe will not be here today.*

*The Metamorphosis* by Franz Kafka

The *Cry, the Beloved Country* Chapters 26-36 Questions are due today.

*The Metamorphosis* by Franz Kafka Study Guide Questions are due on Friday, September 28.
The Metamorphosis by Franz Kafka Reading Test is on Monday, September 24.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.

Resources:
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- *Cry, the Beloved Country* Chapters 26-36 Questions

Activities/Procedures:
- The students will read and discuss pages 81-96 of *The Metamorphosis* by Franz Kafka. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Friday, September 21. The students will take a reading test over *The Metamorphosis* by Franz Kafka on Monday, September 27.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the *Cry, the Beloved Country* Chapters 26-36 Questions.

Writing:
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be answered in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:
- The *Cry, the Beloved Country* Chapters 26-36 Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch
paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Week Six
Day Twenty-Three
Monday, September 24

*The Metamorphosis* by Franz Kafka

*The Metamorphosis* by Franz Kafka Study Guide Questions are due on Friday, September 28.

Objective:

- The student will read and discuss literature.
- The student will read and discuss literary criticism.
- The student will take a test over a work of literary Fiction.

Resources:

- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Reading Test
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- *Introduction to Theory and Criticism*
- *Marxist Theory in The Metamorphosis*
- *An Introduction to Freudian Criticism*
- *A Study of Kafka’s the Metamorphosis in the Light of Freudian Psychological Theory*

Activities/Procedures:

- The students will take a test over *The Metamorphosis* by Franz Kafka.
- The students will read and discuss an introduction to literary criticism from *The Norton Anthology of Theory and Criticism* "Introduction to Theory and Criticism" pages 20-28.
- The students will read and discuss an article about Marxist Theory in *The Metamorphosis* by Franz Kafka.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28

Closure:

The students will discuss answers to the *The Metamorphosis* by Franz Kafka Study Questions.

Writing:

- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:

- The Reading Test over *The Metamorphosis* by Franz Kafka will be graded for accuracy.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate..
Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille text materials; individual administration

Day Twenty-Four
Tuesday, September 25
The Metamorphosis by Franz Kafka
The Metamorphosis by Franz Kafka Study Guide Questions are due on Friday, September 28.

Objective:
● The student will read and discuss literature.
● The student will read and discuss literary criticism.

Resources:
● The Metamorphosis by Franz Kafka
● The Metamorphosis by Franz Kafka
● The Metamorphosis by Franz Kafka Study Guide Questions
● Introduction to Theory and Criticism
● Marxist Theory in The Metamorphosis
● An Introduction to Freudian Criticism
● A Study of Kafka’s The Metamorphosis in the Light of Freudian Psychological Theory

Activities/Procedures:
● The students will read and discuss an article about Freudian Criticism and how it relates to The Metamorphosis by Franz Kafka.
● The students will make a copy of The Metamorphosis by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer The Metamorphosis by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the The Metamorphosis by Franz Kafka Study Questions.

Writing:
● The students will make a copy of The Metamorphosis by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer The Metamorphosis by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:
● The Reading Test over The Metamorphosis by Franz Kafka will be graded for accuracy.
The Metamorphosis by Franz Kafka Study Guide Questions are due on Friday, September 28.

Objective:
- The student will read and discuss literature.
- The student will read and discuss literary criticism.

Resources:
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- Introduction to Theory and Criticism
- Marxist Theory in *The Metamorphosis*
- An Introduction to Freudian Criticism
- A Study of Kafka’s the Metamorphosis in the Light of Freudian Psychological Theory

Activities/Procedures:
- The students will read and discuss an article about Freudian Criticism and how it relates to *The Metamorphosis* by Franz Kafka.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the *The Metamorphosis* by Franz Kafka Study Questions.

Writing:
The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.
Evaluation:
- The Reading Test over *The Metamorphosis* by Franz Kafka will be graded for accuracy.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

Differentiation:
**JD - Type 2 Diabetes**
**JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Twenty-Six**
**Thursday, September 27**
*The Metamorphosis* by Franz Kafka
*The Metamorphosis* by Franz Kafka Study Guide Questions are due on Friday, September 28.

Objective:
- The student will read and discuss literature.
- The student will read and discuss literary criticism.

Resources:
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- *Introduction to Theory and Criticism*
- *Marxist Theory in The Metamorphosis*
- *An Introduction to Freudian Criticism*
- *A Study of Kafka’s the Metamorphosis in the Light of Freudian Psychological Theory*

Activities/Procedures:
- The students will read and discuss an article about Freudian Criticism and how it relates to *The Metamorphosis* by Franz Kafka.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Closure:
The students will discuss answers to the *The Metamorphosis* by Franz Kafka Study Questions.

Writing:
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation,
spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

**Evaluation:**
- The Reading Test over *The Metamorphosis* by Franz Kafka will be graded for accuracy.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

**Differentiation:**
**JD - Type 2 Diabetes**
**JS** - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his own iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Twenty-Seven**
**Friday, September 28**

**Last Day of the First Six Weeks Grading Period**

*The Metamorphosis* by Franz Kafka

*The Metamorphosis* by Franz Kafka Study Guide Questions are due today.

**Objective:**
- The student will read and discuss literature.
- The student will read and discuss literary criticism.

**Resources:**
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka
- *The Metamorphosis* by Franz Kafka Study Guide Questions
- *Introduction to Theory and Criticism*
- *Marxist Theory in The Metamorphosis*
- *An Introduction to Freudian Criticism*
- *A Study of Kafka’s the Metamorphosis in the Light of Freudian Psychological Theory*

**Activities/Procedures:**
- The students will read and discuss an article about Freudian Criticism and how it relates to *The Metamorphosis* by Franz Kafka.
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28

**Closure:**
The students will discuss answers to the *The Metamorphosis* by Franz Kafka Study Questions.
Writing:
- The students will make a copy of *The Metamorphosis* by Franz Kafka Study Questions. They will place an MLA Heading on the document. The students will answer *The Metamorphosis* by Franz Kafka Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar providing text evidence where appropriate. The students will submit the study guide questions to turnitin.com on Friday, September 28.

Evaluation:
- The Reading Test over *The Metamorphosis* by Franz Kafka will be graded for accuracy.
- *The Metamorphosis* by Franz Kafka Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Week Seven
Day Twenty-Eight
Monday, October 1
First Day of the Second Six Weeks Grading Period
*The Awakening* by Kate Chopin
*The Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Friday, October 5.
*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.

Resources:
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss pages 1-20 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title *Grand Isle* (Chapters I-XVI). The students will copy the *Grand Isle* (Chapters I-XVI) questions from *The
Awakening by Kate Chopin Study Guide Questions. The students will answer the Grand Isle (Chapters I-XVI) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Closure:
The students will discuss answers to the Grand Isle (Chapters I-XVI) questions from The Awakening by Kate Chopin Study Guide Questions.

Writing:
The students will answer the Grand Isle (Chapters I-XVI) questions from The Awakening by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

Evaluation:
The Grand Isle (Chapters I-XVI) questions from The Awakening by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Twenty-Nine
Tuesday, October 2
The Awakening by Kate Chopin
The Grand Isle (Chapters I-XVI) questions from The Awakening by Kate Chopin Study Guide Questions are due on Friday, October 5.
The Awakening by Kate Chopin reading test will be on Friday, October 12.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.

Resources:
- The Awakening by Kate Chopin
- The Awakening by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss pages 21-40 of The Awakening by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The
book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.

- The students will create a Google Doc complete with an MLA Heading and the Title *Grand Isle (Chapters I-XVI)*. The students will copy the *Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the *Grand Isle* (Chapters I-XVI) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

**Closure:**
The students will discuss answers to the *Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions.

**Writing:**
The students will answer the *Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

**Evaluation:**
The *Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

**Differentiation:**
**JD - Type 2 Diabetes**
- Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Day Thirty**
**Wednesday, October 3**

*The Awakening* by Kate Chopin

*The Grand Isle* (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Friday, October 5.

*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com
Activities/Procedures:

- The students will read and discuss pages 41-60 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Grand Isle (Chapters I-XVI). The students will copy the Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Grand Isle (Chapters I-XVI) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.

Closure:
The students will discuss answers to the Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions.

Writing:
The students will answer the Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

Evaluation:
The Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Thirty-One
Thursday, October 4

*The Awakening* by Kate Chopin

The Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Friday, October 5.
The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Tuesday, October 9.
*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.

Resources:
- *The Awakening* by Kate Chopin
Activities/Procedures:
- The students will read and discuss pages 61-80 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Grand Isle (Chapters I-XVI). The students will copy the Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Grand Isle (Chapters I-XVI) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The students will create a Google Doc complete with an MLA Heading and the Title Esplanade Street (Chapters XVII-XXXI). The students will copy the Esplanade Street (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Esplanade (Chapters XVII-XXXI) questions.

Closure:
The students will discuss answers to the Grand Isle (Chapters I-XVI) and the Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions.

Writing:
- The students will answer the Grand Isle (Chapters I-XVI) and questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.
- The students will answer the Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

Evaluation:
- The Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.
- The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration
Day Thirty-Two  
Friday, October 5

*The Awakening* by Kate Chopin

The Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide
Questions are due today.
The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide
Questions are due on Tuesday, October 9.
*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss pages 81-100 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Grand Isle (Chapters I-XVI). The students will copy the Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Grand Isle (Chapters I-XVI) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage and with text evidence when appropriate.
- The students will create a Google Doc complete with an MLA Heading and the Title Esplanade Street (Chapters XVII-XXXI). The students will copy the Esplanade Street (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Esplanade (Chapters XVII-XXXI) questions.

**Closure:**
The students will discuss answers to the Grand Isle (Chapters I-XVI) and the Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions.

**Writing:**
- The students will answer the Grand Isle (Chapters I-XVI) and questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.
- The students will answer the Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

**Evaluation:**
The Grand Isle (Chapters I-XVI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for correct capitalization, punctuation, spelling, usage, and grammar.

**Differentiation:**
**JD - Type 2 Diabetes**
**JS** - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Week Eight**
**Monday, October 8**
**Professional Development Day**

**Day Thirty-Three**
**Tuesday, October 9**

*The Awakening* by Kate Chopin

The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions are due today.

The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Monday, October 15.

*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss pages 101-120 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Esplanade Street (Chapters XVII-XXXI). The students will copy the Esplanade Street (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Esplanade (Chapters XVII-XXXI) questions.
• The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Closure:**
The students will discuss answers to the Esplanade (Chapters XVII-XXXI) and the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions.

**Writing:**
• The students will answer the Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions in complete sentences with correct capitalization, punctuation, spelling, usage, and grammar with text evidence where appropriate. The students will submit the document to turnitin.com.

• The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Evaluation:**
• The Esplanade (Chapters XVII-XXXI) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, usage, and grammar.

• The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Differentiation:**
**JD** - Type 2 Diabetes
**JS** - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

**Day Thirty-Four**
**Wednesday, October 10**
**PSAT Test**
*The Awakening* by Kate Chopin
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Monday, October 15.

*The Awakening* by Kate Chopin reading test will be on Friday, October 12.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss pages 121-140 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Closure:**
The students will discuss answers to the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions.

**Writing:**
The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Evaluation:**
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Differentiation:**
**JD - Type 2 Diabetes**
- Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions,
answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Thirty-Five
Thursday, October 11

*The Awakening* by Kate Chopin

The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Monday, October 15. *The Awakening* by Kate Chopin reading test will be on Friday, October 12.

**Objective:**
- The student will read and discuss literature.
- The student will answer questions about literature.

**Resources:**
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss pages 141-162 of *The Awakening* by Kate Chopin. The students will begin reading the book either on-line or in the hard copy which will be provided for them. The book is to be read by Thursday, October 11. The students will take a reading test over *The Awakening* by Kate Chopin on Friday, October 12.
- The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Closure:**
The students will discuss answers to the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions.

**Writing:**
The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

**Evaluation:**
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.
Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his own iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Thirty-Six
Friday, October 12
*The Awakening* by Kate Chopin

The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions are due on Monday, October 15.

*The Awakening* by Kate Chopin reading test is today.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.
- The student will take a test over literature.

Resources:
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- *The Awakening* by Kate Chopin Test One
- *The Awakening* by Kate Chopin Test Two
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will take a test over *The Awakening* by Kate Chopin.
- The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Closure:
The students will discuss answers to the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand
Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Evaluation:
- The test over *The Awakening* by Kate Chopin will be scored for accuracy.
- The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Differentiation:
JD - Type 2 Diabetes
 JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Week Nine
Day Thirty-Seven
Monday, October 15

*The Awakening* by Kate Chopin
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions are due today.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.
- The student will read and discuss literary criticism.

Resources:
- *The Awakening* by Kate Chopin
- *The Awakening* by Kate Chopin Study Guide Questions
- *The Awakening* by Kate Chopin Test One
- *The Awakening* by Kate Chopin Test Two
- Comparative Analysis of Feminism and Marxism through Examples
- Kate Chopin's "The Awakening": Struggle against Society and Nature
- Critical Reception of "The Awakening" by Kate Chopin
- Gender and Social Criticism in "The Awakening" by Kate Chopin
- Reconciling Edna's Suicide and the Criticism Surrounding Kate Chopin's "The Awakening"
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss literary criticism of *The Awakening* by Kate Chopin.
- The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The
Awakening by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Closure:
The students will discuss answers to the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from The Awakening by Kate Chopin Study Guide Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from The Awakening by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Evaluation:
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from The Awakening by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Thirty-Eight
Tuesday, October 16
The Awakening by Kate Chopin
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from The Awakening by Kate Chopin Study Guide Questions are due today.

Objective:
- The student will read and discuss literature.
- The student will answer questions about literature.
- The student will read and discuss literary criticism.

Resources:
- The Awakening by Kate Chopin
- The Awakening by Kate Chopin Study Guide Questions
- The Awakening by Kate Chopin Test One
- The Awakening by Kate Chopin Test Two
- Comparative Analysis of Feminism and Marxism through Examples
Activities/Procedures:
- The students will read and discuss literary criticism of *The Awakening* by Kate Chopin.
- The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Closure:
The students will discuss answers to the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX). The students will copy the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions. The students will answer the Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Evaluation:
The Pigeon House (Chapters XXII-XXXVIII) and Grand Isle (Chapter XXXIX) questions from *The Awakening* by Kate Chopin Study Guide Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage with text evidence when it is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Thirty-Nine
Wednesday, October 17
*The Awakening* by Kate Chopin
“The Story of an Hour” After Reading Questions are due on Monday, October 22.
Objective:
● The student will read and discuss literature.
● The student will answer questions over a work of literature.

Resources:
● “The Story of an Hour” by Kate Chopin
● Google Drive
● Schoology

Activities/Procedures:
● The students will read and discuss Meet the Author page 782-783 in Holt McDougal American Literature Textbook together as a class.
● The students will read and discuss the short story “The Story of an Hour” by Kate Chopin pages 784-787 in Holt McDougal American Literature Textbook.
● The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Closure:
The students will discuss answers to “The Story of an Hour” After Reading Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Evaluation:
The After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Forty
Thursday, October 18
*The Awakening* by Kate Chopin
“The Story of an Hour” After Reading Questions are due on Monday, October 22.
Objective:
● The student will read and discuss literature.
● The student will answer questions over a work of literature.

Resources:
● “The Story of an Hour” by Kate Chopin
● Google Drive
● Schoology

Activities/Procedures:
● The students will read and discuss Meet the Author page 782-783 in Holt McDougal American Literature Textbook together as a class.
● The students will read and discuss the short story “The Story of an Hour” by Kate Chopin pages 784-787 in Holt McDougal American Literature Textbook.
● The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Closure:
The students will discuss answers to “The Story of an Hour” After Reading Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Evaluation:
The After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Forty-One
Friday, October 19

*The Awakening* by Kate Chopin

“The Story of an Hour” After Reading Questions are due on Monday, October 22.

Objective:
The student will read and discuss literature.
The student will answer questions over a work of literature.

Resources:
- “The Story of an Hour” by Kate Chopin
- Google Drive
- Schoology

Activities/Procedures:
- The students will read and discuss Meet the Author page 782-783 in Holt McDougal American Literature Textbook together as a class.
- The students will read and discuss the short story “The Story of an Hour” by Kate Chopin pages 784-787 in Holt McDougal American Literature Textbook.
- The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Closure:
The students will discuss answers to “The Story of an Hour” After Reading Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Evaluation:
The After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Week Ten
Day Forty-Two
Monday, October 22
*The Awakening* by Kate Chopin
“The Story of an Hour” After Reading Questions are due today.
Objective:
● The student will read and discuss literature.
● The student will answer questions over a work of literature.

Resources:
● “The Story of an Hour” by Kate Chopin
● Google Drive
● Schoology

Activities/Procedures:
● The students will read and discuss Meet the Author page 782-783 in Holt McDougal American Literature Textbook together as a class.
● The students will read and discuss the short story “The Story of an Hour” by Kate Chopin pages 784-787 in Holt McDougal American Literature Textbook.
● The students will create a Google Doc complete with an MLA Heading and the Title “The Story of an Hour” After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Closure:
The students will discuss answers to “The Story of an Hour” After Reading Questions.

Writing:
The students will create a Google Doc complete with an MLA Heading and the Title "The Story of an Hour" After Reading Questions. The students will answer After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook in complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is appropriate. The students will submit the document to turnitin.com.

Evaluation:
The After Reading Questions 1-7 and the Bonus Questions on page 788 in Holt McDougal American Literature Textbook will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling and usage with text evidence when it is is appropriate.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/gridddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Forty-Three
Tuesday, October 23
First Major Literary Analysis Research Paper
The Research Question for the First Major Literary Analysis Research Paper is due on Wednesday, October 24.
The First Major Literary Analysis Research Paper is due on Friday, November 16.
Objective:
- The student will research a school of critical thinking in relation to one of the classic works of Fiction read in the class this semester.
- The student will begin writing a research question for the First Major Literary Analysis Research Paper.

Resources:
- The Norton Field Guide to Writing
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will choose from either Marxist Critical Theory or Freudian Psychoanalytical Theory and from either The Metamorphosis by Franz Kafka, The Awakening by Kate Chopin, or Cry, the Beloved Country by Alan Paton to write their First Major Literary Analysis Research Paper. The First Major Literary Analysis Research Paper is due on Friday, November 16.
- The students will read together the First few pages about writing a research paper in The Norton Field Guide to Writing.
- The students will create a research question for their First Major Literary Analysis Research Paper. The research question is due on Wednesday, October 24.

Closure:
The students will share their ideas for Research Questions for their First Major Literary Analysis Research Paper with the class.

Writing:
The research question for the First Major Literary Analysis Research Paper will be written in the correct format and in complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The research question for the First Major Literary Analysis Research Paper will be graded for content and for complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Forty-Four
Wednesday, October 24
First Major Literary Analysis Research Paper
The Research Question for the First Major Literary Analysis Research Paper is due today.
The Thesis Statement for the First Major Literary Analysis Research Paper is due on Thursday, October 25.
The First Major Literary Analysis Research Paper is due on Friday, November 16.

Objective:
- The student will discuss thesis statements.
- The student will write a thesis statement for a research paper.

Resources:
- The Norton Field Guide to Writing
- Google Drive
- Schoology
- Turnitin.com

Activities/Procedures:
- The students will choose from either Marxist Critical Theory or Freudian Psychoanalytical Theory and from either The Metamorphosis by Franz Kafka, The Awakening by Kate Chopin, or Cry, the Beloved Country by Alan Paton to write their First Major Literary Analysis Research Paper. The First Major Literary Analysis Research Paper is due on Friday, November 16.
- The students will discuss how to write thesis statements as a class.
- The students will write a thesis statement for the First Major Research Paper. The Thesis Statement will be written in a complete sentence with correct capitalization, punctuation, spelling, grammar, and usage. The students will submit the Thesis Statement to turnitin.com.

Closure:
The students will share their ideas for Thesis Statements for their First Major Literary Analysis Research Paper with the class.

Writing:
The Thesis Statement will be written in a complete sentence with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The Thesis Statement will be graded for content and for English format (complete sentence with correct capitalization, punctuation, spelling, grammar, and usage).

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his personal iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Forty-Five
Thursday, October 25
First Major Literary Analysis Research Paper
The Thesis Statement for the First Major Literary Analysis Research Paper is due today.
The Annotated Bibliography for the First Major Literary Analysis Research Paper is due on Wednesday, October 31.
The First Major Literary Analysis Research Paper is due on Friday, November 16.
Objective:
- The student will read and discuss how to Find Sources and create an Annotated Bibliography for a Literary Analysis Research Paper.
- The student will create an Annotated Bibliography for a Literary Analysis Research Paper.

Resources:
- Google Drive
- The Norton Field Guide to Writing
- Sample Annotated Bibliography - Literary Analysis Research Paper
- Schoology
- turnitin.com

Activities/Procedures:
- The students will discuss how to Find sources and create an Annotated Bibliography for a Major Literary Analysis Research Paper.
- The students will discuss the format of the Annotated Bibliography. The students must include at least eight sources with annotations in the Annotated Bibliography. The Annotated Bibliography is due on Wednesday, October 31.

Closure:
The students will share their ideas and sources for the Annotated Bibliography for the First Literary Analysis Research Paper.

Writing:
The students will create a Google Doc with an MLA Heading and a Title in which they will create an Annotated Bibliography for a Literary Analysis Research Paper. The Annotated Bibliography will be formatted correctly with correct spelling, capitalization, grammar, usage, and punctuation.

Evaluation:
The Annotated Bibliography will be graded for content and for complete sentences with correct spelling, capitalization, grammar, usage, and punctuation.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braile test materials; individual administration

Day Forty-Six
Friday, October 26
First Major Literary Analysis Research Paper
The Annotated Bibliography for the First Major Literary Analysis Research Paper is due on Wednesday, October 31.
The First Major Literary Analysis Research Paper is due on Friday, November 16.

Objective:
● The student will read and discuss how to Find Sources and create an Annotated Bibliography for a Literary Analysis Research Paper.
● The student will create an Annotated Bibliography for a Literary Analysis Research Paper.

Resources:
● Google Drive
● The Norton Field Guide to Writing
● Sample Annotated Bibliography - Literary Analysis Research Paper
● Schoology
● turnitin.com

Activities/Procedures:
● The students will discuss how to Find sources and create an Annotated Bibliography for a Major Literary Analysis Research Paper.
● The students will discuss the format of the Annotated Bibliography. The students must include at least eight sources with annotations in the Annotated Bibliography. The Annotated Bibliography is due on Wednesday, October 31.

Closure:
The students will share their ideas and sources for the Annotated Bibliography for the First Literary Analysis Research Paper.

Writing:
The students will create a Google Doc with an MLA Heading and a Title in which they will create an Annotated Bibliography for a Literary Analysis Research Paper. The Annotated Bibliography will be formatted correctly with correct spelling, capitalization, grammar, usage, and punctuation.

Evaluation:
The Annotated Bibliography will be graded for content and for complete sentences with correct spelling, capitalization, grammar, usage, and punctuation.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Week Eleven
Day Forty-Seven
Monday, October 29
First Major Literary Analysis Research Paper
The Annotated Bibliography for the First Major Literary Analysis Research Paper is due on Wednesday, October 31.
The First Major Literary Analysis Research Paper is due on Friday, November 9.

Objective:
• The student will read and discuss how to Find Sources and create an Annotated Bibliography for a Literary Analysis Research Paper.
• The student will create an Annotated Bibliography for a Literary Analysis Research Paper.

Resources:
• Google Drive
• The Norton Field Guide to Writing
• Sample Annotated Bibliography - Literary Analysis Research Paper
• Schoology
• turnitin.com

Activities/Procedures:
• The students will discuss how to Find sources and create an Annotated Bibliography for a Major Literary Analysis Research Paper.
• The students will discuss the format of the Annotated Bibliography. The students must include at least eight sources with annotations in the Annotated Bibliography. The Annotated Bibliography is due on Wednesday, October 31.

Closure:
The students will share their ideas and sources for the Annotated Bibliography for the First Literary Analysis Research Paper.

Writing:
The students will create a Google Doc with an MLA Heading and a Title in which they will create an Annotated Bibliography for a Literary Analysis Research Paper. The Annotated Bibliography will be formatted correctly with correct spelling, capitalization, grammar, usage, and punctuation.

Evaluation:
The Annotated Bibliography will be graded for content and for complete sentences with correct spelling, capitalization, grammar, usage, and punctuation.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Forty-Eight
Tuesday, October 30
First Major Poetry Unit
The Annotated Bibliography for the First Major Literary Analysis Research Paper is due on Wednesday, October 31.
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.

Objective:
• The student will read and discuss major works of British Poetry.
The student will write about major works of British Poetry.

Resources:
- TP-COAST Poetry Analysis Method
- Famous Poets
- John Donne
  - “The Flea”
  - “Holy Sonnet X - Death Be Not Proud”
  - “For Whom the Bell Tolls”
  - “A Valediction Forbidding Mourning”
  - “The Bait”

Activities/Procedures:
- The students will discuss the TP-COAST Method of analyzing poetry.
- The students will read and discuss the poetry of John Donne together as a class.
- The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The First Poetry Analysis to turnitin.com on Friday, November 9.

Closure:
The students will share poems which were written by John Donne with one another and with the class.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Forty-Nine
Wednesday, October 31
First Major Poetry Unit
The Annotated Bibliography for the First Major Literary Analysis Research Paper is due today.
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.

Objective:
The student will read and discuss major works of British Poetry.
The student will write about major works of British Poetry.

Resources:
- TP-COAST Poetry Analysis Method
- Famous Poets
- Robert Herrick - “To the Virgins, to Make Much of Time”
- William Ernest Henley - “Invictus”

Activities/Procedures:
- The students will discuss the TP-COAST Method of analyzing poetry.
- The students will read and discuss the poetry of John Donne together as a class.
- The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The First Poetry Analysis to turnitin.com on Friday, November 9.

Closure:
The students will share poems which were written by Robert Herrick and William Ernest Henley with one another and with the class.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his personal iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Fifty
Thursday, November 1
First Major Poetry Unit
The First Major Literary Analysis Research Paper is due Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.

Objective:
The student will read and discuss major works of British Poetry.
The student will write about major works of British Poetry.

Resources:
- TP-COAST Poetry Analysis Method
Activities/Procedures:
- The students will discuss the TP-COAST Method of analyzing poetry.
- The students will read and discuss the poetry of John Donne together as a class.
- The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The First Poetry Analysis to turnitin.com on Friday, November 9.

Closure:
The students will share poems which were written by William Shakespeare with one another and with the class.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Fifty-One
Friday, November 2
Last Day of the Second Six Weeks Grading Period
First Major Poetry Unit
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.

Objective:
- The student will read and discuss major works of British Poetry.
- The student will write about major works of British Poetry.

Resources:
- TP-COAST Poetry Analysis Method
- Famous Poets
- William Wordsworth
Closure:
The students will share poems which were written by William Wordsworth with one another and with the class.

Activities/Procedures:
● The students will discuss the TP-COAST Method of analyzing poetry.
● The students will read and discuss the poetry of John Donne together as a class.
● The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The First Poetry Analysis to turnitin.com on Friday, November 9.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braile test materials; individual administration

Week Twelve
Day Fifty-Two
Monday, November 5
First Day of the Third Six Weeks Grading Period
Multiple Choice Questions Related to Poetry
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.
The Practicing Multiple Choice Questions Related to Poetry 1-12 is due on Tuesday, November 6.

Objective:
● The student will view a presentation on Understanding Plagiarism, Group Work, and Collaboration.
● The student will discuss poetry and the elements of poetry.
● The student will discuss how poetic elements are tested on the AP English Literature and Composition Exam.
Resources:
- Schoology
- Google Drive
- Peterson's AP English Literature and Composition Study Guide
- turnitin.com

Activities/Procedures:
- The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The First Poetry Analysis to turnitin.com on Friday, November 9.
- The students will read as a class Recommendations for Acing Poetry from Chapter 3 About the Multiple Choice Questions Related to Poetry from the Peterson's AP English Literature and Composition Study Guide pages 109-112.
- The students will create a Google Doc completed with an MLA Heading entitled Practicing Multiple Choice Questions Related to Poetry. The students will answer questions 1-12 on pages 113-116 of Peterson's AP English Literature and Composition Study Guide. The students will then check their answers on pages 117-119. The students will mark the answers they got incorrect by changing the text to red and by typing Number Missed: The Google Doc will be submitted to turnitin. The students may not share a document with one another, but they may discuss the answers with their table groups as they work through the questions.

Closure:
The students will discuss the poems in The Practicing Multiple Choice Questions Related to Poetry 1-12 on pages 113-116 of Peterson's AP English Literature and Composition Study Guide.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
- The Practicing Multiple Choice Questions Related to Poetry 1-12 on pages 113-116 of Peterson's AP English Literature and Composition Study Guide will be scored for accuracy.
- The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Fifty-Three
Tuesday, November 6
Multiple Choice Questions Related to Poetry
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.
The Practicing Multiple Choice Questions Related to Poetry 1-12 on pages 113-116 of Peterson's AP English Literature and Composition Study Guide is due today.
The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide is due on Wednesday, November 7.

Objective:
- The student will discuss poetry and the elements of poetry.
- The student will discuss how poetic elements are tested on the AP English Literature and Composition Exam.

Resources:
- Schoology
- Google Drive
- Peterson's AP English Literature and Composition Study Guide
- turnitin.com

Activities/Procedures:
The students will create a Google Doc complete with an MLA Heading entitled Practice Exercise 1 Multiple Choice Questions Related to Poetry. The students will answer questions 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide. The students will then check their answers on pages 123-124. The students will mark the answers they got incorrect by changing the text to red and by typing Number Missed: The Google Doc will be submitted to turnitin. The students may not share a document with one another, but they may discuss the answers with their table groups as they work through the questions.

Closure:
The students will discuss the poems in Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide will be scored for accuracy.

The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration
Day Fifty-Four
Wednesday, November 7

Multiple Choice Questions Related to Poetry
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due on Friday, November 9.
The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide is due today.
The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide is due on Thursday, November 8.

Objective:
● The student will discuss poetry and the elements of poetry.
● The student will discuss how poetic elements are tested on the AP English Literature and Composition Exam.

Resources:
● Schoology
● Google Drive
● Peterson's AP English Literature and Composition Study Guide
● turnitin.com

Activities/Procedures:
The students will create a Google Doc complete with an MLA Heading entitled Practice Exercise 1 Multiple Choice Questions Related to Poetry. The students will answer questions 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide. The students will then check their answers on pages 123-124. The students will mark the answers they got incorrect by changing the text to red and by typing Number Missed. The Google Doc will be submitted to turnitin. The students may not share a document with one another, but they may discuss the answers with their table groups as they work through the questions.

Closure:
The students will discuss the poems in The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
● The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide will be scored for accuracy.
● The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch
Day Fifty-Five  
Thursday, November 8 

Multiple Choice Questions Related to Poetry 

The First Major Literary Analysis Research Paper is due on Friday, November 16. 
The First Poetry Analysis is due on Friday, November 9. 
The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide is due today. 

Objective: 
  ● The student will discuss poetry and the elements of poetry. 
  ● The student will discuss how poetic elements are tested on the AP English Literature and Composition Exam. 

Resources: 
  ● Schoology 
  ● Google Drive 
  ● Peterson's AP English Literature and Composition Study Guide 
  ● turnitin.com 

Activities/Procedures: 
The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The students will submit the First Poetry Analysis to turnitin.com on Friday, November 9. 

Closure: 
The students will discuss the poems they have chosen to analyze on the First Major Poetry Analysis with the class. 

Writing: 
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage. 

Evaluation: 
  ● The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage. 
  ● The Practice Exercise 1 Multiple Choice Questions Related to Poetry 1-10 on pages 120-122 of Peterson's AP English Literature and Composition Study Guide will be scored for accuracy. 

Differentiation: 
JD - Type 2 Diabetes 
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR 
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration
Day Fifty-Six
Friday, November 9

First Poetry Analysis
The First Major Literary Analysis Research Paper is due on Friday, November 16.
The First Poetry Analysis is due today.

Objective:
● The student will discuss poetry and the elements of poetry.
● The student will discuss how poetic elements are tested on the AP English Literature and Composition Exam.

Resources:
● Schoology
● Google Drive
● Peterson's AP English Literature and Composition Study Guide
● turnitin.com

Activities/Procedures:
The students will choose one poem which was written by one of the poets we will study in the First Major Poetry Unit but which we have not studied. The student will write a Poetry Analysis using the TP-COAST Method of analyzing poetry for the structure of the Poetry Analysis. The students will submit the First Poetry Analysis to turnitin.com today.

Closure:
The students will discuss the poems they have chosen to analyze on the First Major Poetry Analysis with the class.

Writing:
The students will write the First Poetry Analysis in MLA format with correct punctuation, capitalization, spelling, grammar, and usage.

Evaluation:
The First Poetry Analysis will be graded for content and for correct punctuation, capitalization, spelling, grammar, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Week Thirteen
Day Fifty-Seven
Monday, November 12

*The Tragedy of Hamlet, the Prince of Denmark* by William Shakespeare
The First Major Literary Analysis Research Paper is due on Friday, November 16

_The Tragedy of Hamlet, the Prince of Denmark_ by William Shakespeare Act One Questions are due on Monday, November 26.

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- _The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare Act One Questions
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of _The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare.
- The students will make a copy of _The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 26.

Closure:
The students will discuss _The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare Act One Questions.

Writing:
_The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
_The Tragedy of Hamlet, Prince of Denmark_ by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Fifty-Eight
Tuesday, November 13

_The Tragedy of Hamlet, the Prince of Denmark_ by William Shakespeare

The First Major Literary Analysis Research Paper is due on Friday, November 16
The Tragedy of Hamlet, the Prince of Denmark by William Shakespeare Act One Questions are due on Monday, November 26.

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 26.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Fifty-Nine
Wednesday, November 14
The Tragedy of Hamlet, the Prince of Denmark by William Shakespeare
The First Major Literary Analysis Research Paper is due on Friday, November 16
The Tragedy of Hamlet, the Prince of Denmark by William Shakespeare Act One Questions are due on Monday, November 26.
Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.
- The students will make a copy of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 26.

Closure:
The students will discuss *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions.

Writing:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Sixty
Thursday, November 15
*The Tragedy of Hamlet, the Prince of Denmark* by William Shakespeare
The First Major Literary Analysis Research Paper is due on Friday, November 16
*The Tragedy of Hamlet, the Prince of Denmark* by William Shakespeare Act One Questions are due on Monday, November 26.
The student will read classic British Literature.
The student will discuss classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.
- The students will make a copy of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 26.

Closure:
The students will discuss *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions.

Writing:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Sixty-One
Friday, November 16
*The Tragedy of Hamlet, the Prince of Denmark* by William Shakespeare
The First Major Literary Analysis Research Paper is due today
*The Tragedy of Hamlet, the Prince of Denmark* by William Shakespeare Act One Questions are due on Monday, November 26.

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.
Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 26.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Monday, November 19
Thanksgiving Break

Tuesday, November 20
Thanksgiving Break

Wednesday, November 21
Thanksgiving Break

Thursday, November 22
The Tragedy of Hamlet, the Prince of Denmark by William Shakespeare

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.
- The student will take a test over classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions
- Essay Test over Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
- Schoology
- turnitin.com
- Google Drive

Activities/Procedures:
- The students will read and discuss Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will take an Essay Test over Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com today.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions.

Writing:
- The answers to the Essay Test over Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
- The Essay Test over Act One of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act One Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Sixty-Three
Tuesday, November 27
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test is on Monday, December 3.
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions are due on Monday, December 3.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Two Questions
● Schoology
● turnitin.com
● Google Drive

Activities/Procedures:
● The students will read and discuss Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 3.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Sixty-Four
Wednesday, November 28
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test is on Monday, December 3.
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions are due on Monday, December 3.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Two Questions
● Schoology
● turnitin.com
● Google Drive

Activities/Procedures:
● The students will read and discuss Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 3.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Sixty-Five
Thursday, November 29

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test is on Monday, December 3.

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions are due on Monday, December 3.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● “The Tragedy of Hamlet, Prince of Denmark” online
● “The Tragedy of Hamlet, Prince of Denmark” audio
● The Tragedy of Hamlet, Prince of Denmark Act Two Questions
● Schoology
● turnitin.com
● Google Drive

Activities/Procedures:
● The students will read and discuss Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 3.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Sixty-Six
Friday, November 30
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test is on Monday, December 3.
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions are due on Monday, December 3.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Two Questions
● Schoology
● turnitin.com
● Google Drive

Activities/Procedures:
● The students will read and discuss Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 3.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Week Fifteen
Day Sixty-Seven
Monday, December 3
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test is today.
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions are due today.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.
● The student will take a test over classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Two Questions
● The Tragedy of Hamlet, Prince of Denmark Act Two Test
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will take a test over Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will read and discuss Act Two of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com today

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Test will be scored for accuracy.
- The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Two Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Sixty-Eight
Tuesday, December 4
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions are due on Monday, December 10.

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- The Tragedy of Hamlet, Prince of Denmark Act Three Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Act Three of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 10.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Sixty-Nine
Wednesday, December 5
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions are due on Monday, December 10.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Three Questions
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will read and discuss Act Three of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 10.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
Evaluation: 
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation: 
**JD - Type 2 Diabetes**  
**JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Seventy  
Thursday, December 6

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare  
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions are due on Monday, December 10.

Objective:  
- The student will read classic British Literature.  
- The student will discuss classic British Literature.

Resources:  
- "The Tragedy of Hamlet, Prince of Denmark" online  
- "The Tragedy of Hamlet, Prince of Denmark" audio  
- *The Tragedy of Hamlet, Prince of Denmark* Act Three Questions  
- Schoology  
- Google Drive  
- turnitin.com

Activities/Procedures:  
- The students will read and discuss Act Three of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.  
- The students will make a copy of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 10.

Closure:  
The students will discuss *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions.

Writing:  
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

**Differentiation:**
- JD - Type 2 Diabetes
- JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

**Day Seventy-One**
**Friday, December 7**
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions are due on Monday, December 10.

**Objective:**
- The student will read classic British Literature.
- The student will discuss classic British Literature.

**Resources:**
- "The Tragedy of Hamlet, Prince of Denmark" online
- "The Tragedy of Hamlet, Prince of Denmark" audio
- The Tragedy of Hamlet, Prince of Denmark Act Three Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Act Three of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
- The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 10.

**Closure:**
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions.

**Writing:**
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

**Evaluation:**
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Three Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
**Differentiation:**
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

**Week Sixteen**
Day Seventy-Two
Monday, December 10

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions are due today.

**Objective:**
- The student will read classic British Literature.
- The student will discuss classic British Literature.
- The student will take a test over classic British Literature.

**Resources:**
- "*The Tragedy of Hamlet, Prince of Denmark*" online
- "*The Tragedy of Hamlet, Prince of Denmark*" audio
- *The Tragedy of Hamlet, Prince of Denmark* Act Three Questions
- *The Tragedy of Hamlet, Prince of Denmark* Act Three Test
- Schoology
- turnitin.com
- Google Drive

**Activities/Procedures:**
- The students will read and discuss Act Three of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.
- The students will take a test over Act Three of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.
- The students will make a copy of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com today.

**Closure:**
The students will discuss *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions.

**Writing:**
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

**Evaluation:**
• The test over Act Three of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare will be scored for accuracy.
• *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Three Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

**Differentiation:**

**JD** - Type 2 Diabetes
**JS** - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braile production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

**Day Seventy-Three**
**Tuesday, December 11**

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Four Questions are due on Monday, December 17.

**Objective:**
- The student will read classic British Literature.
- The student will discuss classic British Literature.

**Resources:**
- "*The Tragedy of Hamlet, Prince of Denmark*" online
- "*The Tragedy of Hamlet, Prince of Denmark*" audio
- *The Tragedy of Hamlet, Prince of Denmark* Act Four Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Act Four of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare.
- The students will make a copy of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Four Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 17.

**Closure:**
The students will discuss *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Four Questions.

**Writing:**
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Four Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

**Evaluation:**
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR
Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Seventy-Four
Wednesday, December 12
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions are due on Monday, December 17.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Four Questions
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will read and discuss Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 17.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing: student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braille - contracted Braille test materials; individual administration

Day Seventy-Five
Thursday, December 13
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions are due on Monday, December 17.

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Four Questions
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will read and discuss Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 17.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
The Tragedy of Hamlet, Prince of Denmark Act Four Questions

Activities/Procedures:
The students will read and discuss Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare. The students will copy the Google Doc of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, November 27.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Week Seventeen
Day Seventy-Seven
Monday, December 17
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions are due today.
Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.
● The student will take a test over classic British Literature.

Resources:
● "The Tragedy of Hamlet, Prince of Denmark" online
● "The Tragedy of Hamlet, Prince of Denmark" audio
● The Tragedy of Hamlet, Prince of Denmark Act Four Questions
● The Tragedy of Hamlet, Prince of Denmark Act Four Test
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will read and discuss Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will take a test over Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.
● The students will make a copy of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com today.

Closure:
The students will discuss The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be answered in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
● The test over Act Four of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare will be scored for accuracy.
● The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JD - Type 2 Diabetes
JS - Teacher check for understanding and reteach/reread materials as indicated; reading assistance upon student request; auditory aids (cues/tapes/etc.); Braille materials; opportunity to respond orally in lieu of written response; supervision during transition activities; allow him to leave class two minutes early for transitioning to class; iPad (Jordan uses his person iPad); Braille production device; STAAR Accommodations: basic transcribing; student dictates or signs responses for multiple-choice questions, answer choices, required reference materials, and allowable accommodations (no reading selections); extra time (same day); basic transcribing - the student writes responses on another workspace (scratch paper, dry erase board) or types responses on word processor for multiple-choice/griddable or writing prompts; Braile - contracted Braile test materials; individual administration

Day Seventy-Eight
Tuesday, December 18
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Day Seventy-Nine
Wednesday, December 19
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Day Eighty
Thursday, December 20
Early Release Day
Final Exams

Day Eighty-One
Friday, December 21
Last Day of the Third Six Weeks Grading Period
Early Release Day
Final Exams

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
The Tragedy of Hamlet, Prince of Denmark Act Five Questions

Activities/Procedures:
The students will read and discuss Act Five of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare. The students will copy the Google Doc of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 4.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.
Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-One
Wednesday, November 29
*The Tragedy of Hamlet, Prince of Denmark by William Shakespeare*
*The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions due Monday, December 4*

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
*The Tragedy of Hamlet, Prince of Denmark Act Five Questions*

Activities/Procedures:
The students will read and discuss Act Five of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare. The students will copy the Google Doc of *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Five Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 4.

Writing:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Five Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare Act Five Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-Two
Thursday, November 30
*The Tragedy of Hamlet, Prince of Denmark by William Shakespeare*
*The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions due Monday, December 4*

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
The Tragedy of Hamlet, Prince of Denmark Act Five Questions

Activities/Procedures:
The students will read and discuss Act Five of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare. The students will copy the Google Doc of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 4.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-Three
Friday, December 1
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Four Questions due Monday, December 4

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
The Tragedy of Hamlet, Prince of Denmark Act Five Questions

Activities/Procedures:
The students will read and discuss Act Five of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare. The students will copy the Google Doc of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com on Monday, December 4.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
Week Fourteen
Day Sixty-Four
Monday, December 4

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Act Four Questions due today

Final Exam is today

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
"The Tragedy of Hamlet, Prince of Denmark" online
"The Tragedy of Hamlet, Prince of Denmark" audio
The Tragedy of Hamlet, Prince of Denmark Act Five Questions
The Tragedy of Hamlet, Prince of Denmark Final Exam 1
The Tragedy of Hamlet, Prince of Denmark Final Exam 2
The Tragedy of Hamlet, Prince of Denmark Final Exam 3
The Tragedy of Hamlet, Prince of Denmark Final Exam 4
The Tragedy of Hamlet, Prince of Denmark Final Exam 5

Activities/Procedures:
The students will take a Final Exam over The Tragedy of Hamlet, Prince of Denmark by William Shakespeare.

The students will read and discuss Act Five of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare. The students will copy the Google Doc of The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions. They will place an MLA Heading on the document. These questions will be submitted to turnitin.com today.

Writing:
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be written in complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Evaluation:
The Final Exam over The Tragedy of Hamlet, Prince of Denmark by William Shakespeare will be graded for accuracy.

The Tragedy of Hamlet, Prince of Denmark by William Shakespeare Act Five Questions will be graded for content and for complete sentences with correct grammar, capitalization, punctuation, spelling, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-Five
Tuesday, December 5
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Objective:

- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:

- Hamlet: Mamma's Boy?
- Sigmund Freud on Repression in Hamlet
- Freud and Hamlet
- Psychoanalytic View of Hamlet
- AP English Literature and Composition Reading List - 2016

Activities/Procedures:

The students will read and discuss several articles about *The Tragedy of Hamlet, Prince of Denmark* from various schools of literary critical thought.

The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:

None

Evaluation:

None

Differentiation:

JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills

AB - Diabetic

Day Sixty-Six

Wednesday, December 6

*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare

Objective:

- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:

- Hamlet: Mamma's Boy?
- Sigmund Freud on Repression in Hamlet
- Freud and Hamlet
- Psychoanalytic View of Hamlet
- AP English Literature and Composition Reading List - 2016
Activities/Procedures:
The students will read and discuss several articles about *The Tragedy of Hamlet, Prince of Denmark* from various schools of literary critical thought.

The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
None

Evaluation:
None

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-Seven
Thursday, December 7
*The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare

Objective:
- The student will read classic British Literature.
- The student will discuss classic British Literature.

Resources:
Hamlet: Mamma’s Boy?
Sigmund Freud on Repression in Hamlet
Freud and Hamlet
Psychoanalytic View of Hamlet
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will read and discuss several articles about *The Tragedy of Hamlet, Prince of Denmark* from various schools of literary critical thought.

The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions
submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
None

Evaluation:
None

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Sixty-Eight
Friday, December 8
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Objective:
● The student will read classic British Literature.
● The student will discuss classic British Literature.

Resources:
Hamlet: Mamma's Boy?
Sigmund Freud on Repression in Hamlet
Freud and Hamlet
Psychoanalytic View of Hamlet
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will read and discuss several articles about The Tragedy of Hamlet, Prince of Denmark from various schools of literary critical thought.

The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
None

Evaluation:
None

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic
Week Fifteen
Day Sixty-Nine
Monday, December 11

Independent Reading Assignment

Independent Reading Questions Set One due Monday, December 18

Objective:
● The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
● The student will compose higher level thinking questions about the independent reading novel.
● The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will divide the work of literature they have chosen into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set One will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Seventy
Tuesday, December 12

Independent Reading Assignment

Independent Reading Questions Set One due Monday, December 18

Objective:
The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.

The student will compose higher level thinking questions about the independent reading novel.

The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will divide the work of literature they have chosen into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set One will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Seventy-One
Wednesday, December 13
Independent Reading Assignment
Independent Reading Questions Set One due Monday, December 18

Objective:
- The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
- The student will compose higher level thinking questions about the independent reading novel.
- The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will divide the work of literature they have chosen into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set One will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Seventy-Two
Thursday, December 14
Independent Reading Assignment
Independent Reading Questions Set One due Monday, December 18
Objective:
- The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
- The student will compose higher level thinking questions about the independent reading novel.
- The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One.
The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will divide the work of literature they have chosen into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set One will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Seventy-Three
Friday, December 15
Last Day of Classes at Angelo State University
Independent Reading Assignment
Independent Reading Questions Set One due Monday, December 18

Objective:
● The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
● The student will compose higher level thinking questions about the independent reading novel.
● The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will review the AP English Literature and Composition Reading List for 2016 and will choose a work of literature from the list to read individually or in a group. The students will procure the work of literature and will begin reading it individually or with a group. The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will divide the work of literature they have chosen into six even parts either by page numbers or by chapters. They will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set One. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

**Evaluation:**
The Independent Reading Questions Set One will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

**Differentiation:**
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

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

**Independent Reading Assignment**
**Independent Reading Questions Set One due today**
**Independent Reading Questions Set Two due Monday, January 8**

**Objective:**
- The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
- The student will compose higher level thinking questions about the independent reading novel.
- The student will answer higher level thinking questions about the independent reading novel.

**Resources:**
Schoology
Google Drive
**AP English Literature and Composition Reading List - 2016**

**Activities/Procedures:**
The students will divide the work of literature into six even parts either by page numbers or by chapters. They will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

**Writing:**
The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.
Evaluation:
The Independent Reading Questions Set Two will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic

Day Seventy-Five
Tuesday, December 19
Day Seventy-Six
Wednesday, December 20
Instructional Early Release Day
Independent Reading Assignment
Independent Reading Questions Set One due today
Independent Reading Questions Set Two due Monday, January 8

Objective:
● The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
● The student will compose higher level thinking questions about the independent reading novel.
● The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set Two will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
Wednesday, December 21
Instructional Early Release Day
Last Day of the Third Six Weeks Grading Period
Independent Reading Assignment
Independent Reading Questions Set One due today
Independent Reading Questions Set Two due Monday, January 8

Objective:
- The student will read a novel from the AP English Literature and Composition Reading List individually or in a group.
- The student will compose higher level thinking questions about the independent reading novel.
- The student will answer higher level thinking questions about the independent reading novel.

Resources:
Schoology
Google Drive
AP English Literature and Composition Reading List - 2016

Activities/Procedures:
The students will divide the work of literature into six even parts either by page numbers or by chapters. The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com. The students will receive a grade for the questions they write and for the answers to the questions.

Writing:
The students will create a Google Doc and share it with the group. They will title this Google Doc Independent Reading Questions Set Two. The students will each compose Five questions for this section of the literary work making sure to designate which questions are theirs. The questions will be written in complete sentences with correct spelling, grammar, punctuation, capitalization, and usage. The students will all answer the questions submitted by the group including their own and will submit them to turnitin.com.

Evaluation:
The Independent Reading Questions Set Two will be graded for content and for complete sentences with correct spelling, grammar, punctuation, capitalization, and usage.

Differentiation:
JJ - Frequent reminders to stay on task; Extended time on test; Preferential seating; Opportunities from Faculty and Staff to help with organizational skills
AB - Diabetic
Second Poetry Unit
Second Poetry Analysis due Monday, October 12
TP-COAST Poetry Analysis Method

Famous Poets
Samuel Taylor Coleridge - “Kubla Khan: Or, A Vision in a Dream”
George Gordon, Lord Byron - “She Walks in Beauty”

Second Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
Percy Bysshe Shelley - “Ozymandias”
John Keats - “La Belle Dame Sans Merci,” “Ode on a Grecian Urn”
Second Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
Alfred Lord Tennyson - “Ulysses,” “Crossing the Bar”
Second Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
Robert Browning - “My Last Duchess”
Matthew Arnold - “Dover Beach,” “The Buried Life”

Third Poetry Unit
Third Poetry Analysis due Monday, November 28
TP-COAST Poetry Analysis Method

Famous Poets
Thomas Hardy
- “The Darkling Thrush”
- “Hap”
- “The Convergence of the Twain”

Third Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
Gerard Manley Hopkins - “God’s Grandeur”
Alfred Edward Housman - “When I Was One and Twenty,” “To an Athlete Dying Young”

Third Poetry Unit
TP-COAST Poetry Analysis Method
Famous Poets
William Butler Yeats - “Sailing to Byzantium,” “The Second Coming,” “Byzantium”
Third Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
Dylan Thomas - “Do Not Go Gentle into that Good Night”
Third Poetry Unit
TP-COAST Poetry Analysis Method

Famous Poets
T.S. Eliot
  ● “The Hollow Men”
  ● “The Love Song of J. Alfred Prufrock”
  ● “The Waste Land”

AP English Literature and Composition Practice Exam - 2012
AP English Literature and Composition Practice Exam - 2012

AP English Literature and Composition Practice Exam - 2014
AP English Literature and Composition Practice Exam - 2014

AP English Literature and Composition Practice Exam - 2013
AP English Literature and Composition Practice Exam - 2013