Teacher's Name: Mrs. Bradley-Allen Course: H. & CP ENG I Dates: Monday, December 1, 2025 - Friday, December 5, 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
ELA.AOR.1: Evaluate and	ELA.AOR.1: Evaluate and	ELA.AOR.1: Evaluate and	ELA.AOR.1: Evaluate and critique	ELA.AOR.1: Evaluate and critique
critique key literary elements	critique key literary elements	critique key literary elements	key literary elements that enhance	key literary elements that
that enhance and deepen	that enhance and deepen	that enhance and deepen	and deepen meaning within and	enhance and deepen meaning
meaning within and across	meaning within and across	meaning within and across	across texts. ELA.E1.AOR.1.1	within and across texts.
texts. ELA.E1.AOR.1.1 Analyze	texts. ELA.E1.AOR.1.1 Analyze	texts. ELA.E1.AOR.1.1 Analyze	Analyze how perspective, context,	ELA.E1.AOR.1.1 Analyze how
how perspective, context,	how perspective, context,	how perspective, context,	and/or key elements deepen	perspective, context, and/or key
and/or key elements deepen	and/or key elements deepen	and/or key elements deepen	meaning or enhance style.	elements deepen meaning or
meaning or enhance style.	meaning or enhance style.	meaning or enhance style.	ELA.E1.AOR.1.2 Analyze how	enhance style. ELA.E1.AOR.1.2
ELA.E1.AOR.1.2 Analyze how	ELA.E1.AOR.1.2 Analyze how	ELA.E1.AOR.1.2 Analyze how	figurative language impacts mood,	Analyze how figurative language
figurative language impacts	figurative language impacts	figurative language impacts	tone, and meaning in a text(s);	impacts mood, tone, and
mood, tone, and meaning in a	mood, tone, and meaning in a	mood, tone, and meaning in a	explain an author's use of	meaning in a text(s); explain an
text(s); explain an author's use	text(s); explain an author's use	text(s); explain an author's use	allusion. Indicator Insights:	author's use of allusion.
of allusion. Indicator Insights:	of allusion. Indicator Insights:	of allusion. Indicator Insights:	ELA.E1.AOR.1.1 Key elements can	Indicator Insights:
ELA.E1.AOR.1.1 Key elements	ELA.E1.AOR.1.1 Key elements	ELA.E1.AOR.1.1 Key elements	include: setting, character	ELA.E1.AOR.1.1 Key elements
can include: setting, character	can include: setting, character	can include: setting, character	(development, relationships,	can include: setting, character
(development, relationships,	(development, relationships,	(development, relationships,	actions, responses), plot structure	(development, relationships,
actions, responses), plot	actions, responses), plot	actions, responses), plot	(exposition, rising action, climax,	actions, responses), plot
structure (exposition, rising	structure (exposition, rising	structure (exposition, rising	falling action, and resolution)	structure (exposition, rising
action, climax, falling action,	action, climax, falling action,	action, climax, falling action,	conflict, descriptive details,	action, climax, falling action, and
and resolution) conflict,	and resolution) conflict,	and resolution) conflict,	specific events, and/or dialogue.	resolution) conflict, descriptive
descriptive details, specific	descriptive details, specific	descriptive details, specific	ELA.AOR.2: Evaluate and critique	details, specific events, and/or
events, and/or dialogue.	events, and/or dialogue.	events, and/or dialogue.	the development of themes and	dialogue.
ELA.AOR.2: Evaluate and	ELA.AOR.2: Evaluate and	ELA.AOR.2: Evaluate and	central ideas within and across	ELA.AOR.2: Evaluate and critique
critique the development of	critique the development of	critique the development of	texts. ELA.E1.AOR.2.1 Determine a	the development of themes and
themes and central ideas within	themes and central ideas within	themes and central ideas within	universal theme(s) and explain	central ideas within and across
and across texts. ELA.E1.AOR.2.1	and across texts.	and across texts.	how key details contribute to its	texts. ELA.E1.AOR.2.1 Determine
Determine a universal theme(s)	ELA.E1.AOR.2.1 Determine a	ELA.E1.AOR.2.1 Determine a	development over the course of a	a universal theme(s) and explain
and explain how key details	universal theme(s) and explain	universal theme(s) and explain	literary text. ELA.E1.AOR.2.2	how key details contribute to its
contribute to its development	how key details contribute to its	how key details contribute to	Evaluate supporting details an	development over the course of
over the course of a literary text.	development over the course of	its development over the	author uses to develop a central	a literary text. ELA.E1.AOR.2.2
ELA.E1.AOR.2.2 Evaluate	a literary text. ELA.E1.AOR.2.2	course of a literary text.	idea(s) over the course of an	Evaluate supporting details an
supporting details an author	Evaluate supporting details an	ELA.E1.AOR.2.2 Evaluate	informational text. Indicator	author uses to develop a central
uses to develop a central idea(s)	author uses to develop a central	supporting details an author	Insight: ELA.E1.AOR.2.1A universal	idea(s) over the course of an
over the course of an	idea(s) over the course of an	uses to develop a central	theme is an idea that applies to	informational text. Indicator
informational text. Indicator	informational text. Indicator	idea(s) over the course of an	anyone, anywhere, regardless of	Insight: ELA.E1.AOR.2.1A

Insight: ELA.E1.AOR.2.1A universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). Indicator Insight: none **ELA.AOR.4: Evaluate and** critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. **ELA.AOR.6: Summarize and** paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. **ELA.C.8: Through collaboration,** react and respond to information while building upon the ideas of others and

Insight: ELA.E1.AOR.2.1A universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). **Indicator Insight: none ELA.AOR.4: Evaluate and** critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. **ELA.AOR.6: Summarize and** paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. **ELA.C.8: Through collaboration,** react and respond to information while building

informational text. Indicator Insight: ELA.E1.AOR.2.1A universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). **Indicator Insight: none ELA.AOR.4: Evaluate and** critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. **ELA.AOR.6: Summarize and** paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.C.8: Through collaboration,

react and respond to

time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). Indicator Insight: none ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. **ELA.AOR.6: Summarize and** paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. **ELA.C.8: Through collaboration,** react and respond to information while building upon the ideas of others and respecting diverse perspectives. ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics

and texts: a. ask relevant

universal theme is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). Universal themes connect ideas across time and place. ELA.AOR.3: **Evaluate how an author's choice** of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). Indicator Insight: none **ELA.AOR.4: Evaluate and critique** how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text. **ELA.AOR.6: Summarize and** paraphrase text to support comprehension and understanding. ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. **ELA.C.8: Through collaboration,** react and respond to information while building upon the ideas of others and respecting diverse perspectives.

respecting diverse perspectives.	upon the ideas of others and	information while building	questions to build on ideas;	ELA.E1.C.8.1 Initiate and
ELA.E1.C.8.1 Initiate and	respecting diverse perspectives.	upon the ideas of others and	acknowledge new information	participate in structured
participate in structured	ELA.E1.C.8.1 Initiate and	respecting diverse perspectives.	expressed by others, and when	discussions and collaborations
discussions and collaborations	participate in structured	ELA.E1.C.8.1 Initiate and	necessary, modify personal ideas;	about grade-appropriate topics
about grade-appropriate topics	discussions and collaborations	participate in structured	and b. consider new ideas and	and texts: a. ask relevant
and texts: a. ask relevant	about grade-appropriate topics	discussions and collaborations	diverse perspectives of others	questions to build on ideas;
questions to build on ideas;	and texts: a. ask relevant	about grade-appropriate topics	when forming opinions about a	acknowledge new information
acknowledge new information	questions to build on ideas;	and texts: a. ask relevant	topic, text, or issue; qualify or	expressed by others, and when
expressed by others, and when	acknowledge new information	questions to build on ideas;	justify views based on evidence.	necessary, modify personal
necessary, modify personal	expressed by others, and when	acknowledge new information		ideas; and b. consider new ideas
ideas; and b. consider new ideas	necessary, modify personal	expressed by others, and when		and diverse perspectives of
and diverse perspectives of	ideas; and b. consider new	necessary, modify personal		others when forming opinions
others when forming opinions	ideas and diverse perspectives	ideas; and b. consider new		about a topic, text, or issue;
about a topic, text, or issue;	of others when forming	ideas and diverse perspectives		qualify or justify views based on
qualify or justify views based on	opinions about a topic, text, or	of others when forming		evidence.
evidence.	issue; qualify or justify views	opinions about a topic, text, or		
	based on evidence.	issue; qualify or justify views		
		based on evidence.		
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I will be able to explain	Students will be able to	I will be able to identify	Students will be able to	Students will be able to
-		•		
literary terms that I need	identify Shakespeare's use	and analyze Shakespeare's	identify the use of dramatic	identify the use of
literary terms that I need to know, elements of	identify Shakespeare's use of double entendre,	and analyze Shakespeare's use of dramatic irony by	identify the use of dramatic irony in Act II Scenes I - VI by	identify the use of dramatic irony and
literary terms that I need to know, elements of drama and what I think	identify Shakespeare's use of double entendre, oxymoron and allusion by	and analyze Shakespeare's use of dramatic irony by reading and discussing Act	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV
literary terms that I need to know, elements of drama and what I think happened to	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act	and analyze Shakespeare's use of dramatic irony by	identify the use of dramatic irony in Act II Scenes I - VI by	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by
literary terms that I need to know, elements of drama and what I think	identify Shakespeare's use of double entendre, oxymoron and allusion by	and analyze Shakespeare's use of dramatic irony by reading and discussing Act	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities.	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre,	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre,	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of <i>Romeo and</i>	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of Romeo and	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene I of Romeo and	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of Romeo and	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the
literary terms that I need to know, elements of drama and what I think happened to Shakespeare's grave by completing today's assigned activities. Students will be able to identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act	identify Shakespeare's use of double entendre, oxymoron and allusion by reading and discussing Act I Scene II & III of Romeo	and analyze Shakespeare's use of dramatic irony by reading and discussing Act I Scene V of Romeo and	identify the use of dramatic irony in Act II Scenes I - VI by reviewing and reading the	identify the use of dramatic irony and suspense in Act II Scenes IV - VI and Act III Scene I by reviewing and reading the

	<u> </u>	TOOL VACCETY EC330		
<u>Class Slides</u>	<u>Class Slides</u>	<u>Class Slides</u>	<u>Class Slides</u>	<u>Class Slides</u>
Literary Term of the Week:	SAT Word of the Day:	SAT Word of the Day:	SAT Word of the Day: Take 5	1. SAT Word of the
Cliche: expression, idea, or	Catapult (KAT uh pult): v/n	Review for the sixth SAT	minutes to study for your	Day: Catharsis (kuh
element which has been so	to launch; a device for	Word of the Day Quiz	SAT Word of the Day quiz!	THAR sis): n. An
overused to the point of	hurling objects a slingshot			emotional or
losing its original meaning				psychological
ven to the point of being			Share original sentences.	cleansing that
trite or irritating.	Create an original	Create an original		brings relief or
	sentence with the word.	sentence with the word.		renewal
				2. SAT Word of the
	Share original sentences.	Share original sentences.		Day: Caucus (KAW
				kus): n. A meeting
				of the members of
				a political party to
				make decisions
				Share original sentences.
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
1. Literary Term of the	1. SAT Word of the	1. SAT Word of the	1. SAT Word of the Day:	1. SAT Word of the
Week: Cliche:	Day: Catapult (KAT	Day: Review for	Take 5 minutes to	Day: Catharsis (kuh
expression, idea, or	uh pult): v/n to	the sixth SAT Word	study for your SAT	THAR sis): n. An
element which has	launch; a device for	of the Day Quiz	Word of the Day	emotional or
been so overused	hurling objects a	2. Fourth Period Book	quiz!	psychological
to the point of	slingshot	Talk	2. Fourth Period Book	cleansing that
losing its original	2. Fourth Period Book	3. Review of Act I	Talk	brings relief or
	Talk			renewal
meaning even to		Scenes I, II, III, and	3. Read Act II Prologue,	2. SAT Word of the
the point of being	3. Review of Act I	IV	Scenes II -VI	
trite or irritating.	Scene I	4. Read Act I Scene V	4. Romeo + Juliet	Day: Caucus (KAW
2. SAT Word of the	4. Dramatic Irony	5. Romeo + Juliet		kus): n. A meeting
Day: Castigate (KAS	5. Act I Scene II	18:49 - 34:45		of the members of
tuh gate): v. to	h Discussion of Act I	I		a political party to
	6. Discussion of Act I			1
criticize harshly, usually with the	Scene II			make decisions

		J. L. Mailli High S	chool weekly Lesso	11 Pidiis 2022-2025	
	intention of	7. Romeo + Juliet			3. Fourth Period Book
	correcting	13:35 - 15:58			Talk
	wrongdoing.	8. Definition of			4. Review of Act II
3.	Fourth Period -	bawdy			Scenes II & III
	Book Talk	9. Act I Scene III			5. Read Act II Scenes
4.	Warm-Up: What Do	10. Discussion of Act I			IV - VI
	You Know?	Scene III			6. Read Act III Scenes I
5.	Why There's No	11. Romeo + Juliet			7. Romeo + Juliet
	Escaping	15:58 - 18:49			
	Shakespeare	12. Act I Scene IV			
6.	Shakespearean	13. Discussion of Act I			
	Language	Scene IV			
7.	Shakespeare	14. Romeo + Juliet			
	Biography				
8.	Article on				
	Shakespeare's				
	Grave				
9.	Pre-Reading				
	Anticipation Guide				
10	. Prologue reading				
	and analysis				
11.	. Literary terms				
	double entendre,				
	oxymoron, &				
12	allusion . Allusions in Act I				
	. Cast of characters				
	. First part of Act I				
14	Scene I				
15	. <u>Romeo + Juliet</u>				
13	Nomeo + Junet				
			ļ		<u> </u>

J. L. Mann High School Weekly Lesson Plans 2022-2023 **CLOSURE CLOSURE CLOSURE CLOSURE CLOSURE** What do you think about What is the best example What are the different What is the strongest What are the new conflicts the first part of Act I? of dramatic irony you see conflicts that we have example of dramatic irony at that we are seeing to in these first scenes of the What do you think about seen in this first act? the beginning of Act II? emerge? Shakespeare's language? play? Important Due Dates: Terms You Need to Know 12.1.25, Article on Shakespeare's Grave 12.1.25, Anticipation Guide 12.1.25 How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight:) **REPRESENTATION EXPRESSION ENGAGEMENT CULTURAL CONSIDERATIONS ASSESSMENTS** options for students to options for presenting content options for engaging student interest demonstrate learning ☐ Cooperative Work ☐ Class Work ■ Written Response ☐ Nature of content & ethnicity ☐ Artifacts and/or culture of students ☐ Pictures Partner Work ☐ Illustrated Response □Journals Oral Response Other: ☐ Group Discussion ☐ Graphic Organizers ☐ Manipulatives ☐ Video Clips ☐Movement ☐ Model Creation ☐ Individual Participation ☐ Quiz / Test ☐ Audio Recordings ☐ Debates ☐ Construction Lab ☐ Role Plays or Simulations ☐ Other: ☐ Project Lecture ☐ Other: ☐ Conference ☐ Other: □ Essay

☐ Other:

^{*}All adjustments to the teacher's lesson plans will be communicated to the students.