Department of Education
MATTC Program
EDUC 285B (3 units)
Secondary English Methods II
Winter 2024

Instructor: Melina Johnson, Ed.D.	*Course Meeting:* Tuesdays, 5:00-8:00 pm
Email: mrjohnson@scu.edu	*Classroom:* Guadalupe Hall, Room 151
	Office Hours: By appointment

Mission and Goals of the Department of Education
Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus.
2. Engage continuously in reflective and scholarly practice.
3. Value diversity.
4. Become leaders who model ethical conduct and a commitment to social justice.
5. Seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)
The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focuses on ensuring each student will begin his or her teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

EDUC 285A and EDUC 285B are designed to enable single-subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject, Secondary English, effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all students equitable access to curriculum content. We will focus on inclusive practices that support students with disabilities in LRE (least restrictive environment. All single-subject credential candidates are required to take Methods I and Methods II in the content area aligned with the credential they are seeking.

Course Objectives

Crucial to student success in literacy education are the nurturance and guidance of reflective literacy practitioners—teachers who are compassionate, knowledgeable, mindful, metacognitively aware, morally intuitive decision makers, and who model commitment to lifelong learning. Reflective literacy teachers provide multiple, integrated, practical, problem-solving instructional strategies adapted to the specific needs and interests of individuals in all areas of the language arts: reading, listening, speaking, writing, viewing and representing visually.

This course will develop students' knowledge and skills in order to:		Goals/TPEs Addressed			
		DG #	PLG #	TPE #	MMSN TPE#
1	Develop an understanding of the reading, writing, and oral languaging processes as an interaction between reader, text, and context; develop knowledge of disabilities and their effects on learning and skills development; learn how to access and use services and additional supports; learn strategies, including behaviorally-based teaching strategies, for facilitating reading comprehension, literary response and analysis, systematic instruction in word analysis, fluency, and vocabulary development.	1	1, 2	1.1, 2.**5**	1.7, 3.2, 4.3
2	Incorporate knowledge of written and oral English-language conventions in comprehending and producing complex text; understand techniques to teach advanced skills such as analytical critiques of text and media, and comprehension of research-based discourse.	1	1, 2	3.3, 3.4	
3	Learn to adapt instructional contexts and learn systematic strategies to develop goals and support engagement, while meeting struggling pupils' specific needs in reading, writing, language; use the ELD Standards and English Language Arts standards and work with families and appropriate related services personnel to design learning opportunities for all students, including ELs, those with foundational skill deficits, those with mild to	1, 3, 4	1, 4	1.6, 2.2, 2.3, 3.6, 4.1	1.1, 1.2, 1.7, 2.1 2.2, 2.4, 2.5, 2.9, 3.1, 4.1, 4.5, 5.6

	moderate support needs, and advanced learners; understand that incorporating and valuing literature from diverse cultures and about pupils with special needs is an integral part of each teacher's role.				
4	Use appropriate technology to make judgments about the match between student and text; incorporate technology as a means of research, creating manuscripts, and multimedia presentations.	2	4	3.6, 4.4	2.1
5	Develop, in the process of creating lessons for all students including those with identified disabilities, critical friendship among peers in order to reflect, revise, and deepen the connection between theory and practice; help pupils develop metacognitive skills to become independent learners who apply knowledge creatively and critically; develop awareness of factors influencing motivation and success in reading and writing.	2, 5	3, 4	1.1, 1.3, 1.5, 2.2	
6	Address foundational skill deficits by using formal and informal assessment tools to inform the creation and adjustment of short and long-term goals responsive to the unique needs of students. Include standardized tests, observation, self-evaluation, informal reading inventories, writing samples, interviews, and portfolios.	2, 5	3, 4	5.1, 5.2, 5.3	2.1, 2.4, 3.1, 3.2, 4.4
7	Integrate and apply knowledge gleaned from coursework through observation and interviews that will engage you in purposeful collaboration with practicing single-subject teachers and their students.	4	5	3.4, 6.3	2.1, 3.1, 3.2
8	Learn strategies for monitoring, evaluating, and adapting instruction and materials to fit the needs of individual pupils through a one-on-one tutorial field component.	2, 5	3, 4	1.3, 4.4, 5.3, 5.5	2.1, 2.4, 3.1, 3.2, 4.2, 4.3, 4.4
9	Summarize assessment results in a detailed tutoring instructional plan that includes recommendations for research-based instruction involving learning strategies, word identification, fluency, concept development, vocabulary learning, reading comprehension, or writing strategy instruction for individual students, including students who are ELL, bilingual, or students with special needs.	2, 5	3.4	1.2, 4.3, 5.1, 5.8	2.10, 4.2, 4.3, 4.4, 5.6

| 10 | Help students experience the satisfaction of learning from text and to understand that reading is both for learning and for pleasure. | 1 | 5 | 6.1, 6.2 | |

DG = Department Goals; PLG = Program Learning Goal; TPE = General Education Teaching Performance Expectation; MMSN TPE = Mild to Moderate Support Needs Teaching Performance Expectation

Required Texts

California Department of Education. *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. (2013, March). Retrieved September 18, 2020 from https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

California Department of Education. *California English Language Development Standards*. (2012, November). Retrieved September 18, 2020 from https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf.

California Department of Education. *English Language Arts/English Language Development Framework*. (2015, July). Retrieved January 4, 2024 from https://cdn.caeducatorstogether.org/files/uploaded/resource/qFwDCbwHn3ajao1BUKoufn6dbR89e9H4DY6UpMvbVFjFk8XG/2014%20ELA%20ELD%20Framework%20-%20Curriculum%20Frameworks%20-%20CA%20Dept%20of%20Education.pdf.

Smagorinsky, P. (2019). *Teaching English by design: How to create and carry out instructional units*. Heinemann.

Note: Additional readings may be posted on Camino throughout the quarter.

Course Requirements/Assignments
There are five major components of your course grade. The weight distribution of each component is as follows:

	Assignment	Assessment Value	TPE Alignment	MMSN TPE
1	Class Attendance and Participation	20%	3.4, 6.3	2.8, 4.4
2	Reading to Learn: Reading Responses	20%	6.1, 6.2, 6.3	

3	Literature Circle	15%	1.1, 1.5, 2.2	
4	Speaking/Listening Strategy	15%	1.3, 1.6, 3.4	
4	*Signature Assignment*: Unit Plan	30%	1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.3, 3.4, 3.6, 4.1, 4.4, 5.1, 5.2, 5.3	

1. *Attendance and Participation* (20%)
Being present in class, being on time to class, and participating in class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend and be on time for all classes as scheduled for the quarter. You will be asked to sign in for class. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence per course, excusing you from one class session with (at most) half the grade penalty. To use your excused absence, please notify me by email or phone BEFORE class. If there is an emergency and it is not possible to contact me prior to class, you are responsible for contacting me within 24 hours by email or phone to let me know why you were absent from class. Please be sure to review any course materials in the Module on Camino for the missed class date.

Excessive tardiness may also result in a grade penalty (loss of points) as it may affect class participation. Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

2. *Reading to Learn: Reading Responses* (20%)
Complete the weekly Reading Response, in which you respond to prompts related to the assigned reading(s) for each week. Reading Response prompts are posted on Camino, and are due before the next class session.

3. *Literature Circles* (15%)
A common book discussion routine used in reading programs is the *Literature Circle*—an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion, and the discussion is generated/led by students. The teacher's role in literature circles is that of facilitator.

Each student in this course will be responsible for participating in a Literature Circle Group. Group members will be assigned roles that will rotate throughout the quarter. During five of the class sessions, time will be designated for group discussion of the text, so reading should be completed in advance. Each group will prepare an oral presentation that includes a brief overall summary and critique of the text, **due February 27.**

Literature Circle Roles	*Literature Circle Discussion Format*
*Discussion Director. Formulate 2-3 higher-level questions that will help stimulate your group's in-class discussion. Consider the possible applications and implications of the material to learning settings.	Allocation of Time. Budget 30 minutes for discussion and self-evaluation. Discussion. Group members participate in a discussion, led by the Discussion Director, and share the work associated with their role for the week. Self-Evaluate. Complete the self-evaluation form to reflect on and assess your group's work.
*Summarizer. Prepare a brief summary of the week's reading. Be sure to highlight the main idea(s) and include one quote that was memorable for you.	
*Connector. Make connections between the week's reading and ideas/concepts/readings from this course or other learning situations. How do these ideas parallel or contradict other theories or readings?	
*Word Watcher. List all the key terms and/or new vocabulary, and define them in your own words. Consider puzzling or unfamiliar words, words that are repeated, words used in unusual ways, and words that are crucial to the meaning of the text.	

4. *Speaking/Listening Strategy* **(15%)** – At the beginning of each class, one person will demonstrate an activity/strategy used to support students in developing their speaking and/or listening skills in a manner that also helps maintain a positive learning environment and supports English language development. Feel free to adapt (and cite) strategies from sources such as your own textbooks, class lectures, or from professional websites.

5. *Signature Assignment – Two-Week Unit Plan* **(30%)**
- **Adapted by P.Myers from course text: Smagorinsky, P. (2008).** *Teaching English by design: How to create and carry out instructional units***. Portsmouth, NH: Heinemann.**
- Organize your unit around a specific theme or principle firmly grounded in theories of learning and teaching, thus revealing thorough reading and in-depth understanding of the course text.
- Rather than focusing on the teaching of skills in isolation, the aims of this unit are visibly connected to the construction of personal meaning through reading and writing for real purposes. These connections are thoroughly justified in the unit rationale and objectives (unit and lesson) and are apparent in the accompanying activities and assessment criteria.
- Lesson plans are theoretically grounded, sensibly sequenced, and well organized, and are designed to enable students to learn to construct meaning in subsequent independent

undertakings. Pay particular attention to adjusting and amending instruction to meet the needs of English learners and students with special needs.

- Materials and procedures are clearly and specifically stated and referenced to published scholarship (e.g., course texts, theory from texts you've read in other college courses, credible internet sources, etc.) You may borrow specific instructional ideas from course texts, but should build on those concepts for more original design of lessons and assessments.

- Maximum points will be awarded to units that are turned in on time, include the minimum components listed in the rubric, meet highest expectations for each component, reveal an overall theme, reveal evidence that you have read the unit texts/materials carefully, build on concepts outlined in our course texts, and include lessons and activities that are specific, unique, and tied to your rationale.

Signature Assignment: Unit Plan

SECTION ONE: INTRODUCTION
A. (5) **CONTEXT -** (see Smagorinsky, Chapter 7) Organize your unit around a specific theme, author, genre, or subject.

B. (10) **RATIONALE -** (see Smagorinsky, Chapter 9) Justify your selection of topic in student terms. What will students learn as a result of participating in this unit through critical viewing, studying, practicing, discussing, listening, writing, reading, acting and other means of creative expression?

C. (20) **OVERVIEW** Common Core Standards AND Unit Objectives

D. (10) **STUDENT "INVENTORY"** - (see Smagorinsky, Chapter 7) Prior Knowledge of particular topics to be covered by this unit, skills to build on, student interests, etc.

SECTION TWO: ASSESSMENT
A. (20) **SUMMATIVE ASSESSMENT(S) -** How will each unit goal be assessed?

B. (10) **PERFORMANCE CRITERIA -** Rubric(s)

SECTION THREE: UNIT GUIDE
A. (10) **TEXTS AND MATERIALS -** (1) Annotated bibliography of primary texts and (2) Annotated list of supplementary materials (films, internet, periodicals, reports, etc.)

B. (10) **ANTICIPATORY SET FOR UNIT**

C. (50) **DAILY PLANS** (Two weeks)
1. Lesson Objectives
2. Warm-up
3. Review
4. Specific Strategies (incorporate reading, writing, listening, speaking, viewing, and representing visually)

SECTION FOUR: APPENDICES
Include any unit materials.

FINAL PRESENTATION
Plan to present your unit to the class on March 8th, sharing the highlights and using examples/modeling, etc. in order to encourage interest in and motivation for implementing the unit in future classes (10 minutes max.).

2. Letter grades are assigned on the following standard scale based on a possible total of 315 points.

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

3. With regard to assignments completed in groups, all members of the group will receive the same grade, unless otherwise stated.

4. Final grades will reflect students' contributions (e.g., attendance, class participation, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which students integrate theory, research and practice.

5. All assignments are expected to be submitted by their due dates through Camino. Unless we have made arrangements beforehand assignments should not be submitted at other times, or in other formats.

Professional Conduct and Performance Policies
If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Responsible use of Technology. Everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic Integrity. Academic integrity is part of your intellectual, ethical, and professional development. Students are expected to do their own work and to cite any sources they use. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, visit www.scu.edu/academic-integrity, and see this LibGuide on Academic Integrity.

Communication. Email and our Camino website will be our primary means of communication outside of class. **Please check your SCU email account and Camino messages daily to ensure you maintain a connection with your classmates and me.**

Course Management System—Camino
To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Camino.

Department of Education and University Policies & Resources
Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. https://www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Discrimination, Harassment and Sexual Misconduct (Title IX) Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, as described above, if you inform me of an issue of sexual harassment or misconduct, I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

Safety Measures In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mandates at all times. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org.](http://www.mypronouns.org)

Do your best in this class (and all of your classes), but also be kind to yourself and others. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. Ask for help when you need it. A lot of people, including me, are here to support you. These resources may be especially helpful:

https://www.scu.edu/wellness/
The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

https://www.scu.edu/cowell/counseling-and-psychological-services-caps/
Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy, group therapy, and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Learning Online
There may be times during the quarter that class will be held online (as noted in the course schedule, or in situations that do not permit us to be on campus). Zoom information will be emailed and posted on Camino for those instances.

Use of Classroom Recordings All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

EDUC 285B Class Schedule and Course Outline – Winter 2024
Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

Course Session	Date	Topic(s)	Assignments Due
1	Tuesday, January 9	• Course Syllabus Review • Unit Planning – Backward Design	
2	Tuesday, January 16	• Unit Planning	**READ:** Smagorinsky, Chapters 7 & 8 Lit Circle Text
3	Tuesday, January 23	• Unit Planning • Assessment	**READ:** Smagorinsky, Chapters 9 & 10 Lit Circle Text
4	Tuesday, January 30	• Viewing & Representing Visually	**READ:** Readings posted on Camino Lit Circle Text

5	Tuesday, February 6	• Language	**READ:** Readings Posted on Camino Lit Circle
6	Tuesday, February 13	• Oral Language	**READ:** Readings Posted on Camino Lit Circle Text
7	Tuesday, February 20	• Selecting & Teaching Literature	**READ:** Readings Posted on Camino
8	Tuesday, February 27	• Using Children's Literature in the MS/HS Classroom	**READ:** Reading(s) Posted on Camino **DUE:** Lit Circle Presentation
9	Tuesday, March 5	• Poetry	**READ:** Choose your own adventure
10	Tuesday, March 12	• Unit Plan Presentations	