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| Date  | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work |
| MONDAY9/22/14 | * How does Gothicism portray the American psyche?
* Why do author’s use symbolism to convey meaning?
* How do sentence patterns affect an author’s purpose?

RL4-6: Craft and Structure; RL9 Foundational Works | * Quiz “Minister’s Black Veil”
* Introduce Themes and Questions
* Grammar 2 :Sentence Patterns
* Tableau Exercise Minister’s Black Veil
* Symbolism Discussion
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| TUESDAY9/23/14 | * Why do author’s use references to create meaning in their text?
* Is there too much cheating going on in school and the world?
* How do I read actively to create meaning in texts by using questions?

RI1-3: Ideas and Details | * Rhetoric 3: Allusions
* Syllogisms
* Cheating Quiz Anticipation Guide
* Introductions: Setting the Scene
* Reading Wenke “Too much Pressure”
* Read with Questions in Mind
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| WEDNESDAY9/24/14 | * How do authors use gothic characteristics to make an impact on authors in stories?

RL9: Foundational WorksSL1: participate in collaborative discussions | * Work on Group Projects for Gothicism

**HW: RD of Gothic Story Due Friday End of Period** |
| THURSDAY9/25/14 | * How do I use evidence to support a position?
* Is technology helping or hindering society?

RI1-3: Ideas and Details | * Introductions Questions
* View Clip: Wall-EE
* “Can a Robot Be Nice?”
* Support your Position Exercise

**HW: RD of Gothic Story Due Friday end of Period** |
| FRIDAY9/26/14 | * How do I use Gothic characteristics to create an effective narrative?

SL1: collaborative discussions W3(narratives) | * Work on Gothic Stories
* Rough Draft Due at end of the Period
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| Date | **Assessments**1. **Assessments How will I assess students to determine what they know and are able to do?**
2. **How will I use assessments to inform future lessons?**
3. **How will I address the needs of students who do not master the content?**
 | **Differentiations****What will I differentiate?** **Content Process Product**  **How will I differentiate?****Readiness Interest Learning Profile****Learning Environment**  |
| Monday, September 22nd | Formative comprehension quizFormative observational through tableau |  |
| Tuesday, September 23rd | Formative response to student writing | Content Readiness |
| Wednesday, September 24th | Observe and provide feedback on student group work | InterestMultiple Intelligences |
| Thursday, September 25th | Formative based on students development of examples and evidence | ContentReadiness |
| Friday, September 26th | Summative; teacher feedback students have two opportunities to revise stories | Product |