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| Date  | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work | Assessments | Differentiation |
| MONDAY9/29/14 | * How does an author use rhetorical devices to make meaning?
* How do I incorporate gothic/romantic characteristics to make an impact upon my audience?
 | * Peer Edit Rough Drafts
* Rhetoric 4: Repetition
* Introductions
* Practice Rhetoric Analysis—Lincoln Passage

**HW: Gothic Story Due Friday** **Read Independent Novel** | Formative Using observations of responses to Lincoln Passage; students have opportunity to revise story based upon peer feedback | Content |
| TUESDAY9/30/14 | * How does an author use rhetorical devices to make meaning?
* What does the gothic/romantic movement reveal about the American psyche?
 | * Grammar 4: Noun Phrases
* Work on Group Projects

**HW: Gothic Story Due Friday****Read Independent Novel** | Formative observing student work on projects | ContentInterestLearning style (multiple intelligences) |
| WEDNESDAY10/1/14 | * How are characters portrayed in works of fiction?
 | Independent Novel ReadingHave independent novel in class**HW: Gothic Story Due Friday****Read Independent Novel** |  |  |
| THURSDAY10/2/14 | * How do I use logic to figure out the best way to complete a sentence on the PSAT?
 | * Grammar 5: Verbs and Verbals
* PSAT practice sentence completions

**HW: Gothic Story Due Friday****Read Independent Novel** | Call on and respond to students use of PSAT questions |  |
| FRIDAY10/3/14 | * How do I incorporate gothic/romantic characteristics to make an impact upon my audience?
 | * **Gothic Story Due End of Period**

**HW: Have copy of *The Things they Carried* for Monday or get school copy****Read Independent novel** | Summative response to student story; students have opportunity to revise based upon comments on draft | ContentInterest |

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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 15th | Formatively through responses to questions; use for future work on literature responses and visualizations; repetition and development of future assessments focusing on theme | Product /ProcessInterest/Readiness |
| Tuesday, September 16th | Formative assessment and feeback through the group development process | Product/Interest |
| Wednesday, September 17th | Formative assessment and feeback through the group development process | Product/Interest |
| Thursday, September 18h | Formative assessment and feeback through the group development process | ContentReadiness |
| Friday, September 19th  | Peer feedback; revision of essays based upon peer feedback; revisions of essays based upon my feedback | ProductInterest |