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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work | Differentiation/support/enrichment |
| 9/7/2015 | No school Labor Day |  |  |
| 9/8/2015 | * How do authors utilize history to make fictional arguments? * What is the appropriate role of the individual in society? * How have Puritan ideals affected American Society? * (RL 1-5) | * **Quiz Act III and IV of The Crucible** * **Finish Working on Historical Notes**   **HW: Work on Rough Draft for Friday** | **feedback will be provided formatively to offer suggestions for students who are struggling and to enrich individuals who are able to excel at a higher level—this will be accomplished by individually working with groups/pairs** |
| 9/9/2015 | * What is the appropriate role of the individual in society? * How have Puritan ideals affected American Society?   (RL 4-6) | * Picture Day * View and Discuss Video of Act III and IV * **HW: Work on Rough Draft for Friday** |  |
| 9/10/2015 | * How do I incorporate the elements of logos into an effective argumentative essay?   (W1) | **AP Essay: Argument in class**  **HW: work on rough draft for tomorrow** | Students have been provided with frameworks for writing essays which will involve reaching the appropriate level on the exam (criteria for struggling writers and enriching those who have excelled on the exam) |
| 9/11//2015 | * What is the appropriate role of the individual in society? * How do I incorporate the elements of logos into an effective argumentative essay? * How do I support my claims with effective and appropriate evidence? * How have Puritan ideals affected American Society?   (W1; W4-6) | **Rough Draft due end of period**  **HW: Revise rough draft for final draft due next Friday** | Self-selection by interest will be the focus of differentiation; enrichment and support will be offered via the revision process |