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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work |
| MONDAY  9/22/14 | * 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 |
| TUESDAY  9/23/14 | * 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 |
| WEDNESDAY  9/24/14 | * How do authors use gothic characteristics to make an impact on authors in stories?   RL9: Foundational Works  SL1: participate in collaborative discussions | * Work on Group Projects for Gothicism   **HW: RD of Gothic Story Due Friday End of Period** |
| THURSDAY  9/25/14 | * 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** |
| FRIDAY  9/26/14 | * 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 quiz  Formative observational through tableau |  |
| Tuesday, September 23rd | Formative response to student writing | Content  Readiness |
| Wednesday, September 24th | Observe and provide feedback on student group work | Interest  Multiple Intelligences |
| Thursday, September 25th | Formative based on students development of examples and evidence | Content  Readiness |
| Friday, September 26th | Summative; teacher feedback students have two opportunities to revise stories | Product |