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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work | Assessments | Differentiation |
| MONDAY  9/29/14 | * 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 |
| TUESDAY  9/30/14 | * 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 | Content  Interest  Learning style (multiple intelligences) |
| WEDNESDAY  10/1/14 | * How are characters portrayed in works of fiction? | Independent Novel Reading  Have independent novel in class  **HW: Gothic Story Due Friday**  **Read Independent Novel** |  |  |
| THURSDAY  10/2/14 | * 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 |  |
| FRIDAY  10/3/14 | * 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 | Content  Interest |

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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 /Process  Interest/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 | Content  Readiness |
| Friday, September 19th | Peer feedback; revision of essays based upon peer feedback; revisions of essays based upon my feedback | Product  Interest |