

Teacher: Jason Kelty

Grade Level: 12

Date: 10-15-2018

Content Area: English 4

Unit: THE CHASER annotation, Career intro

<p>Standards:</p> <p>(W.11-12.4.a). I can produce writing that is clear and succinct.</p> <p>(W.11-12.3.b). Write about a problem, situation, or observation using suitable narrative techniques.</p> <p>(W.11-12.3.c) Sequence events toward a specific conclusion.</p>	<p>Learning Targets Congruent to Standard(s)</p> <p>I CAN...annotate The Chaser</p> <p>I CAN...anticipate and critique literature’s theme</p> <p>I CAN...research current trends in my career</p>
<p>Essential Question:</p> <p>What are authentic purposes for research writing?</p> <p>How can I benefit from choosing authentic reading material?</p>	<p>Homework Assignments: Due Date:</p> <p>Personal Narrative FINAL DRAFT LATE 10-12-2018</p>
<p>The Game Plan</p> <p>10/14 <TIP-OFF >Practice / Play \$ Final Score</p> <p><u>DDL reminder Bonus / tip Rev. COLLEGE VOCAB</u></p> <p>>intro THE CHASER and conventional annotation</p> <p>10/15 <TIP-OFF >Practice / Play \$ Final Score</p> <p>> What mixture would you want >the Chaser</p> <p>10/16 <TIP-OFF >Practice / Play \$ Final Score</p> <p>> What is your LOVE POTION recipe ></p> <p style="padding-left: 40px;">>The Chaser Read; career skills</p> <p style="padding-left: 80px;">> ingredients tweaked</p> <p>10/17 <TIP-OFF >Practice / Play \$ Final Score</p> <p>> Career research, citation introduction</p> <p style="padding-left: 40px;">> review Career shadow/college visit protocols</p> <p>10/18 <TIP-OFF >Practice / Play \$ Final Score</p> <p>> Seniors on visit</p>	<p>Methods of Formative / Summative Assessments (bold):</p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback</p> <p>Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, Product/Performance of content</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p>Student Self Evaluation</p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p>Modifications / Accommodations for diverse students:</p> <p>Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.</p> <p>Gifted and Talented differentiation:</p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p> <p>></p>
<p>Instructional Methods for “Practice/Play:”: direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p>Literacy Inclusion: reading, writing, journal, on demand, constructed response, oral presentation</p> <p>Unit Vocabulary: transitions, Freytag’s Pyramid (plot structure), summarize, quote</p> <p>College/Career connections: OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

