

Teacher: Jason Kelty

Grade Level: 12

Date: 10-21-2019

Content Area: English 4

Unit: BRAVE NEW WORLD Ch11-16, TEST

<p><b><u>Standards:</u></b></p> <p><b><u>(SL1)</u> Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</b></p> <p><b><u>(W.11-12.3.b).</u> Write about a problem, situation, or observation using suitable narrative techniques.</b></p> <p><b><u>(W.11-12.3.c)</u> Sequence events toward a specific conclusion.</b></p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></p> <p>I CAN...select quotes purposefully</p> <p>I CAN...visualize on paper and in multi sensory representation of extreme dystopian philosophy's.</p>
<p><b><u>Essential Question:</u></b></p> <p>What are pros and cons of a BRAVE NEW WORLD versus the SAVAGE world?</p> <p>How does a character's dialogue and behavior reveal their character's guiding principles.</p>	<p><b><u>Homework Assignments:</u></b> <span style="float: right;"><b><u>Due Date:</u></b></span></p> <p>ONE CHARACTER quote <span style="float: right;">10-23-2019</span></p>
<p><b><u>The Game Plan</u></b></p> <p>10/21 &lt;TIP-OFF &gt;Practice / Play \$ Final Score BNW ch 11-12 audio</p> <p>10/22 &lt;TIP-OFF &gt;Practice / Play \$ Final Score BNW ch 13-16 audio; Group characters assigned (find a quote)</p> <p>10/23 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Character type aspects (behavior, appearance, quotes...) &gt; Student groups illustrate a particular character's identity</p> <p>10/24 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Plot and "what's the point" review &gt; video summaries of BNW Ch 10-11</p> <p>10/25 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt;BNW Final Test</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p><b>Bell Ringer:</b> Warm-up, Questions, Brain Teaser, Provocation, Flashback Exit Slip: <b>Questions/Answers, Sketchbooks/Journals, Notes</b></p> <p><b>Oral Questions on content, Product/Performance of content</b></p> <p>Peer Evaluation: <b>Chart/Discussion with Constructive Criticism</b>, rubric Student Self Evaluation</p> <p>Pre-Test, Quiz, <b>Test, Product</b></p> <p>Other [describe]:</p> <p><b><u>Modifications / Accommodations for diverse students:</u></b></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><b><u>Gifted and Talented differentiation:</u></b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p> <p>&gt;independent version of character (improve, act, contemporize)</p>
<p><b><u>Instructional Methods for "Practice/Play:":</u></b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b><u>Literacy Inclusion:</u></b> reading, writing, journal on demand, <b>constructed response, oral presentation</b></p> <p><b><u>Unit Vocabulary:</u></b> dystopian, senile</p> <p><b><u>College/Career connections:</u></b></p>	

