

Teacher: Jason Kelty

Grade Level: 12

Date: 10-29-2018

Content Area: English 4

Unit: Career questions; Career Research Paper; Interviews

<p><b>Standards:</b></p> <p>(W.11-12.4.a). I can produce writing that is clear and succinct.</p>	<p><b>Learning Targets Congruent to Standard(s)</b></p> <p>I CAN...research my future career accurately.</p> <p>I CAN...document resources in MLA format.</p> <p>I CAN...anticipate authentic and effective answers for interviews.</p>
<p><b>Essential Question:</b></p> <p>What are authentic purposes for research writing?</p> <p>How can I benefit from discovering my career’s specific pros and cons?</p> <p>What are traditional interview questions?</p>	<p><b>Homework Assignments:</b> _____ <b>Due Date:</b></p> <p>Script an accurate TITLE for the upcoming CAREER RESEARCH PAPER <span style="float: right;">11-1-2018</span></p>
<p><b>The Game Plan</b></p> <p>10/29 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;share CAREER questions Bonus / other’s CAREER ??? &gt;intro Career research paper objectives, rubric</p> <p>10/30 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt; Trends in careers &gt;preview research process &gt;Speculate on career stability, technology connections</p> <p>10/31 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt; &gt; &gt;Jr Achievement ESSENTIAL SKILLS presentation week 4</p> <p>11/1 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt; Career research, citation introduction (library presentation) &gt; review Career paper rubric; HALLOWEEN IN HALLS voluntary decor</p> <p>11/2 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt; Discuss Career Titles &gt; Intro interviews &gt; cement career BIG QUESTIONS</p>	<p><b>Methods of Formative / Summative Assessments (bold):</b></p> <p>Bell Ringer: Warm-up, <b>Questions</b>, Brain Teaser, Provocation, <b>Flashback</b></p> <p>Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p><b>Oral Questions on content</b>, Product/Performance of content</p> <p><b>Peer Evaluation:</b> Chart/Discussion with Constructive Criticism, <b>rubric</b></p> <p><b>Student Self Evaluation</b></p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><b>Modifications / Accommodations for diverse students:</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>Gifted and Talented differentiation:</b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p> <p>&gt;</p>
<p><b>Instructional Methods for “Practice/Play:”:</b> direct instruction, <b>teacher feedback</b>, guided discussion, demonstration, hands-on, <b>workshop model</b>, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b>Literacy Inclusion:</b> professional informational readings</p> <p><b>Unit Vocabulary:</b> MLA citation</p> <p><b>College/Career connections:</b> career trends, pros, cons, work hazards, income, MLA citation</p>	

