

Teacher: Jason Kelty

Grade Level: 12

Date: 10-9-2018

Content Area: English 4

Unit: Self-Guided RTI, team build, Career intro

<p><u>Standards:</u></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><u>Learning Targets Congruent to Standard(s)</u></p> <p>I CAN...finalize my personal essay incorporating critique.</p> <p>I CAN...anticipate and critique literature’s theme</p> <p>I CAN...</p>
<p><u>Essential Question:</u></p> <p>What are authentic purposes for self-reflective writing?</p> <p>How can I benefit from choosing authentic reading material?</p>	<p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>Personal Narrative FINAL DRAFT LATE 10-12-2018</p>
<p><u>The Game Plan</u></p> <p>10/08 <TIP-OFF >Practice / Play \$ Final <u>Score</u> No school Bonus / tip Rev. COLLEGE VOCAB ></p> <p>10/09 <TIP-OFF >Practice / Play \$ Final <u>Score</u> > team build (CHANGE, SWITCH, REVERSE...) > PERSONAL NARRATIVE FINAL missing >interview questions</p> <p>10/10 <TIP-OFF >Practice / Play \$ Final Score > What is your LOVE POTION recipe > >The Chaser Read > ingredients tweaked</p> <p>10/11 <TIP-OFF >Practice / Play \$ Final Score > THE CHASER critiqued modeled > Critique The Chaser Chapters</p> <p>10/12 <TIP-OFF >Practice / Play \$ Final Score > Advertise Your Chaser tagline >Argue The Chaser’s themes >Preview upcoming Unit: Career Paper</p>	<p><u>Methods of Formative / Summative Assessments (bold):</u></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback 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><u>Modifications / Accommodations for diverse students:</u></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><u>Gifted and Talented differentiation:</u></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p> <p>></p>
<p><u>Instructional Methods for “Practice/Play:”:</u> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><u>Literacy Inclusion:</u> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><u>Unit Vocabulary:</u> transitions, Freytag’s Pyramid (plot structure), summarize, quote</p> <p><u>College/Career connections:</u> OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

