

Teacher: Jason Kelty

Grade Level: 12

Date: 2-17-2019

Content Area: Senior English

Unit: BEOWULF ANALYSIS - modernization

<p><b>Standards:</b></p> <p>C.11-12.7Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.</p> <p>C.11-12.2c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><b>Learning Targets Congruent to Standard(s)</b></p> <p>I CAN...identify methods for effective analogous rhetoric.</p> <p>I CAN...articulate dialogue and execute nonverbal communication of themes.</p> <p>I CAN...</p>
<p><b>Essential Question:</b></p> <p>What makes an authentic MODERNIZATION?</p> <p>How do I maintain CENTRAL THEMES when altering setting/characters?</p>	<p><b>Homework Assignments: Due Date (start of class)</b></p> <p>Script a dialogue section of modern BEOWULF that includes DIALOGUE BETWEEN TWO OR MORE CHARACTERS, PROPS, MOVEMENT AND SETTING. 2-19</p>
<p style="text-align: center;"><b>THE GAME PLAN</b></p> <p>2/17 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score      &lt; Beowulf modern DOC check      &gt; IMPROV a section of modernization dialogue/setting</p> <p># first responders LETTERS</p> <p>2/18 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score      &lt; Pop Quiz      &gt; determine and draft a VISUAL REPRESENTATION of modern (play, storyboard, puppet show, photomontage...)      # jeans collect</p> <p>2/19 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score      &lt;present PROP, MOVEMENT, DIALOGUE of scene      &gt; study guide for BEO      # designate one or more sections with SUPERNATURAL, and WYRD</p> <p>12/20 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score      &lt; practice speech &gt; student shared dialogue      # study BEO</p> <p>2/21 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score      &lt; BEO unit TEST      &gt;      #</p>	<p><b>Methods of Formative / Summative Assessments (bold):</b></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback      Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p><b>Oral Questions on content, Product/Performance of content</b></p> <p><b>Peer Evaluation: Chart/Discussion with Constructive Criticism, 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>DOCUMENT sharing an AUTHENTIC message with a specific audience (Service Hours possible)</p>
<p><b>Instructional Methods for “Practice/Play:”:</b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b>Literacy Inclusion:</b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b>Unit Vocabulary:</b> wyrd</p> <p><b>College/Career connections:</b></p>	

