

Teacher: Jason Kelty

Grade Level: 12

Date: 2-24-2020

Content Area: Senior English

Unit: BEOWULF ANALYSIS - assessments

<p>Standards:</p> <p>C.11-12.7 Compose 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>Learning Targets Congruent to Standard(s)</p> <p>I CAN...identify methods for effective analogous rhetoric.</p> <p>I CAN...designate key literary passages</p> <p>I CAN...</p>
<p>Essential Question:</p> <p>What makes an authentic MODERNIZATION?</p> <p>How do I maintain CENTRAL THEMES when altering setting/ characters?</p> <p>What are critical cultural themes in BEO?</p> <p>What are critical attributes of EPIC POETRY</p>	<p>Homework Assignments: Due Date (start of class)</p> <p>Script a dialogue section of modern BEOWULF that includes DIALOGUE BETWEEN TWO OR MORE CHARACTERS, PROPS, MOVEMENT AND SETTING. 2-26 review all BEO modernizations from all classes</p>
<p style="text-align: center;">THE GAME PLAN</p> <p>2/24 <Ballringer >Practice / Play \$ Final Score < Beowulf modern DOC check > IMPROV a section of modernization dialogue/setting</p> <p># first responders LETTERS</p> <p>2/25 <Ballringer >Practice / Play \$ Final Score < Study from GClassroom > TESTING 9-11th</p> <p>2/26 <Ballringer >Practice / Play \$ Final Score <Class-wide study > study guide for BEO # designate one or more examples of SUPERNATURAL, and WYRD additions to student modernizations</p> <p>12/27 <Ballringer >Practice / Play \$ Final Score < final review > student shared parallels # study BEO from GClass</p> <p>2/28 <Ballringer >Practice / Play \$ Final Score < BEO unit TEST > #</p>	<p>Methods of Formative / Summative Assessments (bold):</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>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>DOCUMENT sharing an AUTHENTIC message with a specific audience (Service Hours possible)</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: wyrd</p> <p>College/Career connections:</p>	

