

Teacher: Jason Kelty

Grade Level: 12

Date: 8-12-2019

Content Area: English 4

Unit: Identify Personal pursuits, Initiate PERSONAL TALISMAN

<p>Standards:</p> <p>(SL1) Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</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>Learning Targets Congruent to Standard(s)</p> <p>I CAN...articulate a personally authentic pursuit, desire.</p> <p>I CAN...visualize on paper and in clay a representation of my pursuit, desire.</p>
<p>Essential Question:</p> <p>What are authentic purposes for self-reflective writing?</p> <p>What are my most prized personal or professional pursuits?</p> <p>How is a personal pursuit personified visually in three dimensions?</p>	<p>Homework Assignments: _____ Due Date:</p> <p>Respond on GOOGLE Classroom to question: Describe one COLLEGE or CAREER goal. Friday 8-16</p>
<p>The Game Plan</p> <p>8/12 <TIP-OFF >Practice / Play \$ Final Score < With what would I like to succeed? (four different 'TITLES') >Thumbnail sketch four different topics; Two detailed views of the final choice for a TALISMAN \$ Peer crit and/or color notes</p> <p>8/13 <TIP-OFF >Practice / Play \$ Final Score >Junior Achievement in Media Center (Tuesdays)</p> <p>8/14 <TIP-OFF >Practice / Play \$ Final Score < After a peer critique, confirm teacher approval >Begin crafting a ceramic TALISMAN due by Friday \$ Include multiple layers of representation</p> <p>8/15 <TIP-OFF >Practice / Play \$ Final Score < Historical and unique TALISMAN examples >Small groups identified by similar authentic pursuits \$ final textures on TALISMAN</p> <p>8/16 <TIP-OFF >Practice / Play \$ Final Score <Write accurate TITLE for TALISMAN >Paragraph description on paper folded for presentation</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 Oral Questions on content, Product/Performance of content Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric Student Self Evaluation Pre-Test, Quiz, Test, Product 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. >Multipart ceramic TALISMAN; Added mixed media</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: authentic, college/career ready</p> <p>College/Career connections: OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

