

Teacher: Jason Kelty

Grade Level: 12

Date: 8-13-2018

Content Area: English 4

Unit: Define LITERACY, Identify CAREER route

<p><b><u>Standards:</u></b></p> <p>Understand and articulate LITERACY as</p> <p><b>LISTEN</b></p> <p><b>SPEAK</b></p> <p><b>READ</b></p> <p><b>WRITE</b></p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></p> <p><b><u>(SL1) Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</u></b></p> <p>I CAN...articulate a strength I have LISTENING, SPEAKING, READING, AND WRITING</p> <p>I CAN...articulate a weakness with my LITERACY</p> <p>I CAN...specify 5 sequential steps fostering a career goal</p>
<p><b><u>Essential Question:</u></b></p> <p>What are indicators of personal and professional literacy in a 21st Century community?</p> <p>How does one become self-sufficient in a 21st Century career?</p>	<p><b><u>Homework Assignments:</u></b> _____ <b><u>Due Date:</u></b></p> <p>RESEARCH 5 sequential steps in career goal</p> <p style="text-align: right;">Thursday, 8-16</p>
<p><b><u>The Game Plan</u></b></p> <p>8/13 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Listen-2truths, 1lie share &gt;Solely Identify listening proficiency</p> <p>8/14 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Speak-explain peer share goal &gt;Peer identify speaking proficiency</p> <p>8/15 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Career shadow/silhouette share goal &gt;Begin LITERACY collage in shape of Career motif</p> <p>8/16 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Read-technology article lack responsibility &gt;Small group identify reading proficiency</p> <p>8/17 &lt;TIP-OFF &gt;Practice / Play \$ Final Score write wise words winners seat &gt;Whole class identify writing proficiency Script a legacy statement</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, <b>Flashback</b></p> <p>Exit Slip: <b>Questions/Answers</b>, 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><b>Student Self Evaluation</b></p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><b><u>Modifications / Accommodations for diverse students:</u></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><u>Gifted and Talented differentiation:</u></b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</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)

**Literacy Inclusion:** reading, writing, journal, on demand, constructed response, oral presentation

**Unit Vocabulary:** tabula rasa, authentic, college/career ready

**College/Career connections:** OSHA standards (water only), responsible for non-negotiables, authentic personal products

