

Teacher: Jason Kelty

Grade Level: 12

Date: 8-19-2019

Content Area: English 4

Unit: Identify Personal MAXIM, Initiate PERSONAL NARRATIVE

<p><b><u>Standards:</u></b></p> <p><b><u>(SL1)</u> Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</b></p> <p><b><u>(W.11-12.3.b).</u> Write about a problem, situation, or observation using suitable narrative techniques.</b></p> <p><b><u>(W.11-12.3.c)</u> Sequence events toward a specific conclusion.</b></p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></p> <p>I CAN...articulate a personally authentic pursuit, desire.</p> <p>I CAN...visualize on paper and in multi sensory representation of extreme dystopian philosophy's.</p>
<p><b><u>Essential Question:</u></b></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 succinctly explained</p>	<p><b><u>Homework Assignments:</u></b> _____ <b><u>Due Date:</u></b></p> <p>Respond on GOOGLE Classroom to question:</p> <p>Describe one COLLEGE or CAREER goal. Friday 8-23</p>
<p><b><u>The Game Plan</u></b></p> <p>8/19 &lt;TIP-OFF &gt;Practice / Play \$ Final Score</p> <p>&gt;What are some life lessons/sayings I continue? Advice for Freshmen to post to Class of 2023 Classroom</p> <p>&gt; What do I learn from memory? Mr. Kelty's Poem of past dad memory: The Past impacts the future without controlling it.</p> <p>8/20 &lt;TIP-OFF &gt;Practice / Play \$ Final Score</p> <p>&gt;Junior Achievement in Media Center (Tuesdays)</p> <p>8/21 &lt;TIP-OFF &gt;Practice / Play \$ Final Score</p> <p>&lt; What is the motivation of BIG BROTHER?</p> <p>&gt;Explain degrees of DYSTOPIAN literature/living write, say, show, move, present current real world connection \$ In what situations would you want control over others?</p> <p>8/22 &lt;TIP-OFF &gt;Practice / Play \$ Final Score</p> <p>&lt; Historical and unique DYSTOPIAN examples</p> <p>&gt;Small groups identified by similar LITERATURE pursuits \$ differing ways of knowing illustrations: WRITING, SAYING, MOVING, SHOWING, ... Personal Essay and Brave New World parallels/lessons</p> <p>8/23 &lt;TIP-OFF &gt;Practice / Play \$ Final Score</p> <p>&lt;Write accurate TITLE for TALISMAN</p> <p>&gt;Paragraph description on 3D paper folded for presentation</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p><b>Bell Ringer:</b> Warm-up, Questions, Brain Teaser, Provocation, Flashback Exit Slip: <b>Questions/Answers, Sketchbooks/Journals, Notes</b></p> <p><b>Oral Questions on content, Product/</b>Performance of content</p> <p><b>Peer Evaluation:</b> Chart/Discussion with Constructive Criticism, rubric Student Self Evaluation</p> <p>Pre-Test, Quiz, Test, <b>Product</b></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> <p>&gt;Multipart ceramic TALISMAN; Added mixed media</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:** authentic, college/career ready

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

