

Teacher: Jason Kelty

Grade Level: 12

Date: 8-20-2018

Content Area: English 4

Unit: Identify CAREER route, Initiate PERSONAL ESSAY

<p><b>Standards:</b></p> <p><b>(SL1) Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</b></p> <p><b>(W.11-12.3.b). Write about a problem, situation, or observation using suitable narrative techniques.</b></p> <p><b>(W.11-12.3.c) Sequence events toward a specific conclusion.</b></p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></p> <p>I CAN...propose an authentic purpose for my personal essay.</p> <p>I CAN...specify 5 sequential steps fostering a career goal.</p>
<p><b>Essential Question:</b></p> <p>What are authentic purposes for self-reflective writing?</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, 8-22</p>
<p><b>The Game Plan</b></p> <p>8/20 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Welcome to ____, Would you like ____ with that? Bonus / tip &gt;Solely Identify likely customer service (therapy, car repair)</p> <p>8/21 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Dance step of daily movement in career &gt;Peer plays devil’s advocate to future professional</p> <p>8/22 &lt;TIP-OFF &gt;Practice / Play \$ Final Score “Attention, stop ____ and start ____” share goal &gt;Begin sequencing flow chart of Career Path (**consider a school tour of advisors in area of study**)</p> <p>8/23 &lt;TIP-OFF &gt;Practice / Play \$ Final Score Read autobiographical quotes lack responsibility &gt;Small, similar groups identify authentic reading prompts</p> <p>8/24 &lt;TIP-OFF &gt;Practice / Play \$ Final Score write wise words winners seat &gt;Whole class identify writing proficiency by scripting a generic AD LIB for a successful narrative</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> Exit Slip: <b>Questions/Answers</b>, Sketchbooks/Journals, Notes Oral Questions on content, Product/Performance of content <b>Peer Evaluation:</b> Chart/Discussion with Constructive Criticism, rubric <b>Student Self Evaluation</b> Pre-Test, Quiz, Test, Product 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. &gt;Interview faculty in field of career interest.</p>
<p><b><u>Instructional Methods for “Practice/Play:”:</u></b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b><u>Literacy Inclusion:</u></b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b><u>Unit Vocabulary:</u></b> tabula rasa, authentic, college/career ready</p> <p><b><u>College/Career connections:</u></b> OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

