

Teacher: Jason Kelty

Grade Level: 12

Date: 8-26-2019

Content Area: English 4

Unit: Initiate BRAVE NEW WORLD, PERSONAL NARRATIVE

<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 multi sensory representation of extreme dystopian philosophy's.</p>
<p>Essential Question:</p> <p>What are authentic purposes for self-reflective writing?</p> <p>What are pros and cons of a CASTE system?</p>	<p>Homework Assignments: _____ Due Date:</p> <p>Respond on GOOGLE Classroom to question:</p> <p>Describe one COLLEGE or CAREER goal. Friday 8-23</p>
<p>The Game Plan</p> <p>8/26 <TIP-OFF >Practice / Play \$ Final Score >In what CASTE (social position) might you be best suited? > Brave New World Chapter 1 audio; sketch while listening\$Makeup work and course fee reminders</p> <p>8/27 <TIP-OFF >Practice / Play \$ Final Score >Junior Achievement in Media Center (Tuesdays)</p> <p>8/28 <TIP-OFF >Practice / Play \$ Final Score < How does the CASTE system in BNW impact relationships? >Vocabulary from BNW, CASTE activity \$ In what situations would you want control over others?</p> <p>8/29 <TIP-OFF >Practice / Play \$ Final Score < Historical and unique DYSTOPIAN examples >Chapter 2 BNW</p> <p>8/30 <TIP-OFF >Practice / Play \$ Final Score <Create an album cover of your self-titled Album (autobiography) \$consider Personal Narrative topic and final format</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 Student Self Evaluation 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>>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: ALPHA BETA GAMMA DELTA EPSILON, Dystopia</p>	

