

Teacher: Jason Kelty

Grade Level: 12

Date: 8-27-2018

Content Area: English 4

Unit: Initiate PERSONAL /COLLEGE ESSAY

<p>Standards:</p> <p>(W.11.12.3.a). I can write a set of paragraphs that engage the audience by introducing a problem, situation, or observation.</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...propose an authentic purpose for my personal essay.</p> <p>I CAN...craft an introduction to an authentic Personal Narrative.</p>
<p>Essential Question:</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>Homework Assignments: _____ Due Date:</p> <p>Complete the Personal Narrative PREWRITING form by start of Wednesday’s class. 8-29-2018</p>
<p>The Game Plan</p> <p>8/27 <TIP-OFF >Practice / Play \$ Final Score Prewriting worksheet Bonus / tip >List P.Narrative topics and start Prewriting form</p> <p>8/28 <TIP-OFF >Practice / Play \$ Final Score Share intended audience ‘take away’ >Complete Prewriting form, or finish for homework</p> <p>8/29 <TIP-OFF >Practice / Play \$ Final Score Sample introductory hooks. share goal >Begin sequencing outline of P.Narrative with focus on OPENING PARAGRAPH</p> <p>8/30 <TIP-OFF >Practice / Play \$ Final Score Illuminated manuscript. lack responsibility >Craft a handwritten opening P.Narrative paragraph in illuminated manuscript style</p> <p>8/31 <TIP-OFF >Practice / Play \$ Final Score Sample letters. winners seat >Complete opening paragraph or finish for homework</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. >Interview faculty in field of career interest.</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) 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</p>	

