

Teacher: Jason Kelty

Grade Level: 12

Date: 9-10-2018

Content Area: English 4

Unit: edit 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>I CAN...outline my Narrative Essay with specific, authentic, and purposeful organization.</p>
<p>Essential Question:</p> <p>What are authentic purposes for self-reflective writing?</p> <p>How does one transition an audience through specific and authentic narration with purpose?</p>	<p>Homework Assignments: _____ Due Date: _____</p> <p>Credit for the Personal Narrative OUTLINE 9-12-2018</p>
<p>The Game Plan</p> <p>9/10 <TIP-OFF >Practice / Play \$ Final Score Review PN Rubric. Bonus / tip >Type first PN draft</p> <p>9/11 <TIP-OFF >Practice / Play \$ Final Score ! >Type first PN draft</p> <p>9/12 <TIP-OFF >Practice / Play \$ Final Score Identify weakness. PN Outline status >PN draft completed; replace Nouns and Adjectives with more specific, descriptive word choices. Submit PN via Google Classroom</p> <p>9/13 <TIP-OFF >Practice / Play \$ Final Score Professional vocabulary ID two top concepts per career >Peer edit Narrative, Peer read aloud to author, then ask questions, give suggestions</p> <p>9/14 <TIP-OFF >Practice / Play \$ Final Score Improve transitions Improve sentences >Complete Peer editing</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</p> <p>Student Self Evaluation</p> <p>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>></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: transitions, Freytag’s Pyramid (plot structure)</p> <p>College/Career connections: OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

