

Teacher: Jason Kelty

Grade Level: 12

Date: 9-16-2019

Content Area: English 4

Unit: BRAVE NEW WORLD Ch2-3, PERSONAL Essay THEME

<p><u>Standards:</u></p> <p><u>(SL1) Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</u></p> <p><u>(W.11-12.3.b). Write about a problem, situation, or observation using suitable narrative techniques.</u></p> <p><u>(W.11-12.3.c) Sequence events toward a specific conclusion.</u></p>	<p><u>Learning Targets Congruent to Standard(s)</u></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><u>Essential Question:</u></p> <p>What are authentic purposes for self-reflective writing?</p> <p>What are pros and cons of a BRAVE NEW WORLD versus the SAVAGE world?</p> <p>How are sensory details utilized in Personal Essays?</p>	<p><u>Homework Assignments:</u> _____ <u>Due Date:</u></p> <p>Determine PERSONAL ESSAY intro paragraph/outline</p> <p style="text-align: right;">9-20-2019</p>
<p><u>The Game Plan</u></p> <p>9/16 <TIP-OFF >Practice / Play \$ Final Score Seniors with Counselors</p> <p>9/17 <TIP-OFF >Practice / Play \$ Final Score Seniors with Jr Achievement</p> <p>9/18 <TIP-OFF >Practice / Play \$ Final Score < Personal Essay HOOK exercise >Improvise a SPEECH, PICTURE, MIME to explain THEME/CONTEXT of Personal Essay. >Paint and or Paragraph of</p> <p>9/19 <TIP-OFF >Practice / Play \$ Final Score < COLLEGE FAIR >Exit with Personal Essay outline reminders</p> <p>9/20 <TIP-OFF >Practice / Play \$ Final Score <SHARE Personal Essay INTRO and OUTLINE PREVIEW Brave New World Chs. 6-10</p>	<p><u>Methods of Formative / Summative Assessments (bold):</u></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</p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><u>Modifications / Accommodations for diverse students:</u></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><u>Gifted and Talented differentiation:</u></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><u>Instructional Methods for "Practice/Play:"</u>: direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><u>Literacy Inclusion:</u> reading, writing, journal on demand, constructed response, oral presentation</p> <p><u>Unit Vocabulary:</u> authentic, college/career ready</p> <p><u>College/Career connections:</u> ALPHA BETA GAMMA DELTA EPSILON, Dystopia, sensory, HOOK,</p>	

