

Unit # 3 Choices and Consequences

UNPACKING EMBEDDED ASSESSMENT # 2

CREATING A BIOGRAPHICAL PRESENTATION

Essential Question:

What is the relationship between choices and consequences?

What makes a great leader?

Learning Goal: Work with a research group to choose and deliver a biographical multimedia presentation of a great leader whose choices have had positive consequences for society.

WHAT I NEED TO KNOW	LESSON #	WHAT I NEED TO BE ABLE TO DO
Character & personal history		Clearly describe (detail) the subject's character and personal history and illustrate specific examples of the choices, actions, and events that made him or her a great leader
Research		Show evidence or evidence of research conducted
Main points		Mainly focus on the main points of the summary and effectively communicate to the intended audience
Visuals (photos, videos, charts)		Use well-chosen and relevant visuals with informational captions and instructive phrases, tables, another charts created and interpreted by students
Group Work		Show collaborative group work or present the project, using all members effectively
Annotated Biography		Create a precise annotated bibliography, a well-organized summary of relevant source information, and a description of how each source was evaluated and applied to the research
Presentation Skills		Use appropriate eye contact, adequate volume, and clear pronunciation
Delivery Variety		Display a sophisticated variety of delivery types used appropriately
Formal Style		Use formal style and precise academic language
Academic Language		

WHO! _____

HOW! _____

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DJ Losen



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Empowering Excellence Jeff Halstead, 2014-07-02 Empowering Excellence inspires a revolution in teaching and assessment practices These methods of teaching and grading represent a major step ahead in how teachers assess and interact with students Empowering Excellence presents 12 significant shifts that encourage motivation build confidence and measure what students know and are able to do based on the Common Core State Standards or equivalent standards in a highly supportive student centered environment Teachers administrators and education professors will find ideas that will transform classrooms into places where students are filled with confidence and empowered to strive for excellence The SENCO Survival Guide Sylvia Edwards, 2010-12-14 Are you confused about Special Education Needs SEN and Learning Difficulties and Disabilities LDD Are you unclear about how to identify and address the needs of your pupils in the context of the new Inclusion Development Programme Do you need support to develop a great system that links together recent initiatives and government legislation This book is intended for SENCOs and other staff working from the Foundation stage to Key Stage 4 with management responsibility for SEN LDD systems in schools The book will explore recent initiatives and terminology in the context of the Inclusion Development Programme and Narrowing the Gap examine the implications for school policy and practice link together related SEN LDD development help schools to develop co ordinated systems that enable all learners with SEN LDD to meet their potential and aspirations Resources in Education ,1997 **Research in Education** ,1971-12 **Teaching the Arts to Engage English Language Learners** Margaret Macintyre Latta, Elaine Chan, 2010-12-20 Written for prospective and practicing visual arts music drama and dance educators Teaching the Arts to Engage English Language Learners offers guidance for engaging ELLs alongside all learners through artistic thinking By paying equal attention to visual art music drama and dance education this book articulates how arts classrooms can create rich and supportive contexts for ELLs to grow socially academically and personally The making and relating perceiving and responding and connecting and understanding processes of artistic thinking create the terrain for rich curricular experiences These processes also create the much needed spaces for ELLs to gain communicative practice skill and confidence Special features include generative texts such as films poems and performances that function as springboards for arts educators to adapt according to the needs of their classroom teaching tips formative assessment practices and related instructional tables and resources an annotated list of internet sites reader friendly research articles and instructional materials and a glossary for readers reference **Student Learning Communities** Douglas Fisher, Nancy Frey, John Almarode, 2020-11-25 Student learning communities SLCs are more than just a different way of doing group work Like the professional learning communities they resemble SLCs provide students with a structured way to solve problems share insight and help one another continually develop new skills and expertise With the right planning and support dynamic collaborative learning can thrive everywhere In this book educators Douglas Fisher Nancy Frey and John Almarode explain how to create and sustain

student learning communities by Designing group experiences and tasks that encourage dialogue Fostering the relational conditions that advance academic social and emotional development Providing explicit instruction on goal setting and opportunities to practice progress monitoring Using thoughtful teaming practices to build cognitive metacognitive and emotional regulation skills Teaching students to seek give and receive feedback that amplifies their own and others learning and Developing the specific leadership skills and strategies that promote individual and group success Examples from face to face and virtual K 12 classrooms help to illustrate what SLCs are and teacher voices testify to what they can achieve No more hoping the group work you re assigning will be good enough or that collaboration will be its own reward No more crossing your fingers for productive outcomes or struggling to keep order assess individual student contributions and ensure fairness Student Learning Communities shows you how to equip your students with what they need to learn in a way that is truly collective makes them smarter together than they would be alone creates a more positive classroom culture and enables continuous academic and social emotional growth **Which Degree Guide** ,2001 Resources in Education ,1996

Springboard College Entrance Examination Board,2010 The College Board s official Pre AP program is SpringBoard which consists of a full curriculum in mathematics and English language arts for middle school and high school integrated with professional development and formative assessments **Springboard** College Entrance Examination Board,2010 The College Board s official Pre AP program is SpringBoard which consists of a full curriculum in mathematics and English language arts for middle school and high school integrated with professional development and formative assessments

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