## Week of: March 9-13

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Objective/Learning Intention:**  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **ELO(s) Addressed:**  **Success Criteria:**  Students can present an informational speech.  **Agenda:**   * Warm Up: Speech Reading (10 min) * Presentations (15 min) * Discussion/Reflection (10 min) * Games/Activities (15 min) * Exit: Reflections   **Reading Activity:**  Speech Reading  **Writing-to-Learn Activity:**  Speech Reading  **Options for Differentiation:**  Topics for speeches are chosen by students; speech utilizes varied learning styles  **Notes:**  Speech Reading:  <https://www.youtube.com/watch?v=jQ95xlZeHo8> | **Objective/Learning Intention:**  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **ELO(s) Addressed:**  **Success Criteria:**  Students can explain the appeals of persuasion.  **Agenda:**   * Warm Up: Speech Reading (10 min) * Appealing to Your Audience - Worksheet (20 min) * Mini Speech - Pet Peeve (20 min) * Exit: Worksheets   **Reading Activity:**  Speech Reading  **Writing-to-Learn Activity:**  Speech Reading  **Options for Differentiation:**  Topics for speeches are chosen by students; speech utilizes varied learning styles  **Notes:** | **Objective/Learning Intention:**.  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **ELO(s) Addressed:**  **Success Criteria:**  Students can produce a pet peeve speech.  **Agenda:**   * Warm Up: Speech Reading (10 min) * Mini Speech - Pet Peeve (30 min) * Rehearsing out loud (10 min) * Exit: Outlines   **Reading Activity:**  Speech Reading  **Writing-to-Learn Activity:**  Speech Reading  **Options for Differentiation:**  Topics for speeches are chosen by students; speech utilizes varied learning styles  **Notes:** | **Objective/Learning Intention:**  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **ELO(s) Addressed:**  **Success Criteria:**  Students can present a pet peeve speech.  **Agenda:**   * Warm Up: Speech Reading (10 min) * Quick rehearsal (10 min) * Presentations (30 min) * Exit: Outlines   **Reading Activity:**  Speech Reading  **Writing-to-Learn Activity:**  Speech Reading  **Options for Differentiation:**  Topics for speeches are chosen by students; speech utilizes varied learning styles  **Notes:** | **Objective/Learning Intention:**  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **ELO(s) Addressed:**  **Success Criteria:**  Students can produce a persuasive speech.  **Agenda:**   * Warm Up: Speech Reading (10 min) * Persuasive Speech - An Introduction (10 min) * Individual work (30 min) * Exit: Outlines   **Reading Activity:**  Speech Reading  **Writing-to-Learn Activity:**  Speech Reading  **Options for Differentiation:**  Topics for speeches are chosen by students; speech utilizes varied learning styles  **Notes:** |

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| English 10-Reading | English 10-Writing |
| **R10.1 Read Closely**   * Read closely to determine explicit meanings and to infer implicit meanings in complex texts   **R10.2 Theme**   * Analyze how a theme is advanced through elements of literature   **R10.3 Analyze Diction**   * Analyze the impact of specific word choices on meaning and tone, including connotative meanings   **R10.4 Author’s Reliability/Bias**   * Determine the reliability of the author and identify author’s bias   **R10.5 Effect of Purpose/Audience**   * Evaluate the effect of purpose and audience on a text   **R10.6 Compare Texts**   * Compare and contrast multiple texts   **R10.7 Evaluate Sources**   * Evaluate the credibility and validity of sources   **R10.8 Figurative Language**   * Understand the use of figurative language in a text   **R10.9 State/Evaluate Argument/Claims**   * Articulate and evaluate the argument and specific claims in a text | **W10.1 Compare Texts**   * Compare and contrast multiple texts   **W10.2 Voice**   * Demonstrate consistent use of authorial voice   **W10.3 Argument: Claims/Counterclaims**   * Write arguments to support claims and refute counterclaims while using valid reasoning and relevant evidence   **W10.4 Informative Essay**   * Create an organized informative/explanatory essay   **W10.5 Sentence Variation/Transitions**   * Produce writing which utilizes varied sentence structure and transitions   **W10.6 Citation**   * Apply academic conventions of citation and format   **W10.7 Analysis/Evidence**   * Construct an analysis of a literary text while utilizing textual evidence   **W10.8 Credible Sources**   * Employ credible sources in research |