

Teacher: Jason Kelty

Grade Level: 12

Date: 11-18-2019

Content Area: English 4

Unit: Rhetorical Analysis; personal SPEECHES

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| <p><u>Standards:</u></p> <p>(SL1) Participate in discussions, present opinion while acknowledging others, build conversation respectfully.</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><u>Learning Targets Congruent to Standard(s)</u></p> <p>I CAN...select imagery to purposefully connect to audience</p> <p>I CAN...draft spoken RHETORIC that has a clear beginning, middle, end</p> |
| <p><u>Essential Question:</u></p> <p>When speaking to an audience, how is IMAGERY incorporated?</p> | <p><u>Homework Assignments:</u> _____ <u>Due Date:</u></p> <p>SOAPStone analysis due start of TUESDAY 11-19-2019</p> |
| <p><u>The Game Plan</u></p> <p><u>11/18 <TIP-OFF >Practice / Play \$ Final Score</u> QUIZ on rhetorical triangle; Homework using SOAPStone</p> <p><u>11/19 <TIP-OFF >Practice / Play \$ Final Score</u> Wendell Berry SOAPStone analysis</p> <p><u>11/20 <TIP-OFF >Practice / Play \$ Final Score</u> < NAVIANCE by Mrs. Stewart</p> <p><u>11/21 <TIP-OFF >Practice / Play \$ Final Score</u> < personal speech TOPIC research</p> <p><u>11/22 <TIP-OFF >Practice / Play \$ Final Score</u> < SPEECH TOPIC commitment; outline tools</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 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><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>>independent version of character (improve, act, contemporize</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> dystopian, senile</p> <p><u>College/Career connections:</u></p> | |

