



## Speech – Week (Oct. 19)

**TEACHER:**

**GRADE:**

**MRS. KELSEY  
BUCHHOLZ**

**SOPHOMORE**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>OBJECTIVE(S)</b> (WHAT DO I WANT STUDENTS TO KNOW/)	<p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>Work on being a good, attentive, audience member.</p>	<p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p>	<p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p>	<p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>Work on being a good, attentive, audience member.</p>	<p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>Work on being a good, attentive, audience member.</p>

<p><b>INSTRUCTIONAL METHODS</b></p> <p>(HOW AM I GOING TO INSTRUCT/)</p>	<p>Guided instruction, modelling, individual practice, group work</p>	<p>Guided instruction, modelling, individual practice, group work</p>	<p>Guided instruction, modelling, individual practice, group work</p>	<p>Guided instruction, modelling, individual practice, group work</p>	<p>Guided instruction, modelling, individual practice, group work</p>
<p><b>ASSESSMENT</b></p> <p>HOW WILL I ASSESS LEARNING</p>	<p>Students will work on their "This I Believe" speech. They will have time to research and type the manuscript in class. Students will also share a copy of the manuscript with highlights of strong word choice in addition to presenting their speech to their classmates.</p>	<p>Students will create an advertisement speech that will run during their newscast. They need to create an original product and produce a commercial using their iPads if they do not want to perform it live in front of the class.</p>	<p>Students will create an advertisement speech that will run during their newscast. They need to create an original product and produce a commercial using their iPads if they do not want to perform it live in front of the class.</p>	<p>Students will also begin to work on a newscast in addition to their advertisement speech. They will have to generate storylines, the manuscript, transitions with class members who are in their news group, and uniquely present ideas while maintaining eye contact as appropriate with the contact and requirements.</p>	<p>Students will also begin to work on a newscast in addition to their advertisement speech. They will have to generate storylines, the manuscript, transitions with class members who are in their news group, and uniquely present ideas while maintaining eye contact as appropriate with the contact and requirements.</p>
<p><b>CLOSURE</b></p>	<p>Converse about what went well and what the class struggled with to create goals for improvement before the next speech</p>	<p>Talk about what is needed in order to produce our commercials tomorrow in class.</p>	<p>Talk about what is needed in order to produce our commercials to run during the newscast</p>	<p>Converse about what is needed for a complete newscast.</p>	<p>Converse about what is needed for a complete newscast.</p>