

Speech Unit



Big Idea: Language shapes ideas and influences others.

Essential Question: How can I use my voice to educate, inform and persuade others?

This unit will focus on oral language and communication. The goal is to have students confidently present on a topic of their interest, in front of an audience, utilizing persuasive techniques once they have completed the writing process.

Students will KNOW: the etiquette of presenting and speaking in front of an audience.

Students will LEARN: to construct a well-written speech using the proper structure, format and techniques expected of a formal persuasive and informational speech. Students will study the art of communicating to an audience and learn to use their tone, volume and body language effectively when delivering a speech to an audience. Students will also learn how to research, find and use creditable sources.

Students will DO: research on a topic of choice and write a formal speech using the appropriate structure. Students will also practice and self/peer assessment for their speech presentations and deliver a final polished speech to the class.

Time Frame: 2 weeks: 13 classes- 80 minute blocks

Speech Unit Assessment

Curricular Competencies

- Use information for diverse purposes and from a variety of sources
- Evaluate the relevance, accuracy, and reliability of texts
- Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
- Identify bias, contradictions, distortions, and omissions
- Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Express and support an opinion with evidence
- Assess and refine texts to improve their clarity, effectiveness, and impact
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements and citations to recognize intellectual property rights

Materials

- “2016 Harvard Gerd Donovan Livingston”
<https://www.youtube.com/watch?v=9XGUpKITEJM>
- “Important Message from Ellen about Bullying”
<https://www.youtube.com/watch?v=aBUMugqDRHg>
- “I sued the school system”
<https://www.youtube.com/watch?v=C43dwfsw1Wg>
- “The right to learning should be given to any child”
<https://www.youtube.com/watch?v=qu3aQMxkrc4>
- “I am a champion”
<https://www.youtube.com/watch?v=t1749CX1VNI>
- “Emma Watsons HeforShe Speech”
<https://www.youtube.com/watch?v=gkjW9PZBRfk&t=67s>
- “I was almost a school shooter”
<https://www.youtube.com/watch?v=azRI1dl-Cts>
- “The Secret Structure of Great Talks”
https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks
- “How to speak so people want to listen”
<https://www.youtube.com/watch?v=azRI1dl-Cts>
- “Teach Teachers how to Create Magic”
<https://www.youtube.com/watch?v=azRI1dl-Cts>
- “The science of stage fright and how to overcome it”
<https://www.youtube.com/watch?v=K93fMnFKwfl&vl=it>

Formative

- Speech Research/Sources
- Speech Outline
- Speech Draft
- Speech Revisions
- Speech Edit
- Speech Rehearsal

Summative

- Final Speech Presentation

Immigration Unit



Big Idea: Texts are socially, culturally, geographically, and historically constructed.

Essential Questions:

- What does it mean to belong?
- What effects does “belonging” have on ones identity?

This unit will focus on the topic of the “immigration experience.” Students will read poetry from a variety of authors that document their experience of being an immigrant in north America. The poems are selected with lens of cultural perspectives and students will also engage in a variety of other texts where appropriate. The focus on the unit will be close reading through detailed annotations and summative synthesis essay.

Students will KNOW: The reasons and process of immigration.

Students will LEARN: To annotate/gloss poetry and add to their poetic device knowledge. Students will also learn how to analyze and synthesize texts and write a synthesis essay using multiple poems for a given topic.

Students will DO: Engage in a variety of pre- writing activities, comprehension tasks and discussions about the poetry they read. They will also focus on the writing process with the emphasis on multiple drafts, revisions, edits and self-assessments.

Time Frame: 11 days – 80 Minute periods

Curricular Competencies

- Read for enjoyment and to achieve personal goals
- Use information for diverse purposes and from a variety of sources
- Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
- Recognize an increasing range of text structures and how they contribute to meaning
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
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Material

- Reference: Creswells Defining Place <http://web.colby.edu/allen-island/2016/11/03/cresswell-defining-place/>
- Article: “Two ways to Belong” by Bharati Mukherjee
- Videos: Internment camp survivors
<https://www.youtube.com/watch?v=9UOFU2EhxUo>
- Poem: “What I remember about Evacuation” by Joy Kogawa
- Poem: Equal opportunity by Jim Wong Chu
- Poem: History lesson by Jeanette Armstrong
- Poem: “Canadian eh” by Phinder Dulai

Use a combination of any two of the following poems to make a comparison set:

- “La Migra” by Pat Mora
- “Elena” by Pat Mora
- “The Tropics of New York” by Claude McKay
- “Postcard from Kashmir” by Agha Shahid Ali
- “My Uncle’s Favorite Coffee Shop” by Naomi Shihab Nye
- “The Island Within” by Richard Blanco

Formative:

- Theme statement
- Thesis statement
- Synthesis Outline
- Synthesis Revision
- Synthesis Draft

Summative:

- Poetry Annotations
- Synthesis Essay