

Extended Learning Resources

| Grade Level | Discipline/Course | 4 th Quarter Learning Standard | Online Resources | Activities That Address Standard |
|-------------|----------------------|---|---|--|
| 10/11 | Speech Communication | <p>1. The learner can introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader categories and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | (See Online lesson/Assignment) MLA Outlining Directions; MLA Sample Outline Provided on REMIND | We learned in class how to outline a speech. Four weeks were spent on students constructing an outline for Corona Virus Speech |
| 10/11 | | <p>1. The learner can introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader categories and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2. The learner can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>3. The learner can provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. The learner can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>5. The learner can use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6. The learner can use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas.</p> | (See Online lesson/Assignment) Weeks 6: Corona Virus Speech Provided on REMIND | Using the outline constructed and Speech Techniques, students created the Corona Virus Speech |

| | | | | |
|----|--------------------|--|--|---|
| | | | | |
| 11 | English 3 (Honors) | <p>1. The learner can cite textual evidence that shows an analysis of the text and draws conclusions and inferences.</p> <p>2. The learner can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot and provide an objective summary of the text.</p> <p>3. The learner will analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. I can understand how the differences in the <u>points of view</u> of a character can create an effect such as suspense or humor.</p> <p>5. The learner can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6. The learner can determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> | (See Online lesson/Assignment) Week 7 and Week 8, provided online on REMIND | We are working on long-term assignment/novel of <i>Great Gatsby</i> . They are constructing a didactic journal, power point or completion of the study guide for the chapters assigned. |
| | | | | |
| | | | | |
| | | | | |
| 12 | Senior English | <p>1. The learner can cite textual evidence that shows an analysis of the text and draws conclusions and inferences.</p> <p>2. The learner can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot and provide an objective summary of the text.</p> <p>3. The learner will analyze how</p> | (See Online lesson/Assignment) Weeks 6/7; Week 7 and Week 8 | We are working on long-term assignment/novel of <i>Tuesdays With Morrie</i> . They are constructing a didactic journal, power point or completion of the study guide for |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |