



1 <sup>st</sup> Quarter (43 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
1 <sup>st</sup> : Aug 14-18 (5 days)	<b>ELECTIVES INTRO CLASS</b>	Use body language to enhance meaning and communication - Deliver an effective message - Develop an arguable thesis statement - Analyze and deliver famous speeches - Listen effectively as an audience member - Reflect on communication strengths and weaknesses	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding</li> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>
2 <sup>nd</sup> : Aug 21-25 (5 days)	<b>SKILLS:</b> <b>Public Speaking Basics (Voice Control, Gesture, Posture, Eye Contact, Listening, and Delivery)</b> <b>SPEECH:</b> <b>Introduction Speech</b> <b>Weekly Current Events</b>	Use body language to enhance meaning and communication - Deliver an effective message - Develop an arguable thesis statement - Analyze and deliver famous speeches - Listen effectively as an audience member - Reflect on communication strengths and weaknesses	
3 <sup>rd</sup> : Aug 28-31 (4 days)	<b>SKILLS:</b> <b>Public Speaking Basics (Voice Control, Gesture, Posture, Eye Contact, Listening, and Delivery)</b> <b>SPEECH:</b> <b>Weekly Current Events</b> <b>Poetry Recitations (2)</b>	Use body language to enhance meaning and communication - Deliver an effective message - Develop an arguable thesis statement - Analyze and deliver famous speeches - Listen effectively as an audience member - Reflect on communication strengths and weaknesses	
4 <sup>th</sup> : Sept 5-8 (4 days)	<b>SKILLS:</b> <b>Ethics and Free Speech</b> <b>Methods of Delivery</b> <b>Informative Speaking</b> <b>SPEECH:</b> <b>Informative Speech (2)</b> <b>Weekly Current Events</b>	Use body language to enhance meaning and communication - Deliver an effective message - Develop an arguable thesis statement - Analyze and deliver famous speeches - Listen effectively as an audience member - Reflect on communication strengths and weaknesses	
5 <sup>th</sup> : Sept 11-15 (5 days)	<b>SKILLS:</b> <b>Ethics and Free Speech</b> <b>Methods of Delivery</b> <b>Informative Speaking</b> <b>SPEECH:</b> <b>Informative Speech (2)</b>	Use body language to enhance meaning and communication - Deliver an effective message - Develop an arguable thesis statement - Analyze and deliver famous speeches - Listen effectively as an audience member - Reflect on communication strengths and weaknesses	



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	<b>Weekly Current Events</b>		
6 <sup>th</sup> : Sept 18-22 (5 days)	<b>SKILLS:</b> Ethics and Free Speech Methods of Delivery Informative Speaking <b>SPEECH:</b> Informative Speech (2) Weekly Current Events	<ul style="list-style-type: none"> <li>- Practice ethical speaking</li> <li>- Use body language to enhance meaning and communication</li> <li>- Listen effectively as an audience member</li> <li>- Inform an audience</li> <li>- Develop research skills</li> <li>- Deliver an effective message</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding</li> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>
7 <sup>th</sup> : Sept 25-29 (5 days)	<b>SKILLS:</b> Ethics and Free Speech Methods of Delivery Informative Speaking <b>SPEECH:</b> Informative Speech (2) Weekly Current Events	<ul style="list-style-type: none"> <li>- Practice ethical speaking</li> <li>- Use body language to enhance meaning and communication</li> <li>- Listen effectively as an audience member</li> <li>- Inform an audience</li> <li>- Develop research skills</li> <li>- Deliver an effective message</li> </ul>	
8 <sup>th</sup> : Oct 2-6 (5 days)		<b>1<sup>st</sup> Benchmark</b>	
9 <sup>th</sup> : Oct 9-13 (5 days)	<b>SKILLS:</b> Ethics and Free Speech Methods of Delivery Informative Speaking <b>SPEECH:</b> Informative Speech (2) Weekly Current Events	<ul style="list-style-type: none"> <li>- Practice ethical speaking</li> <li>- Use body language to enhance meaning and communication</li> <li>- Listen effectively as an audience member</li> <li>- Inform an audience</li> <li>- Develop research skills</li> <li>- Deliver an effective message</li> </ul> 1st Quarter Exam	

2nd Quarter (43 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
1 <sup>st</sup> : Oct 16-19 (4 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech <b>SPEECH:</b> Demonstration Speech (2)	<ul style="list-style-type: none"> <li>- Practice effective communication</li> <li>- Effectively communicate with a presentation aid.</li> <li>- Listen effectively as an audience member</li> <li>- Demonstrate advanced vocabulary skills</li> <li>- Use body language to enhance meaning and communication</li> <li>- Teach audience how to effectively perform a task or skill</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary</li> </ul>



2nd Quarter (43 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	<b>Weekly Current Events</b>		nonfiction and provide evidence from text to support their understanding
2 <sup>nd</sup> : Oct 23-27 (5 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech <b>SPEECH:</b> Demonstration Speech (2) Weekly Current Events	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills - Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	<ul style="list-style-type: none"> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</li> </ul>
3 <sup>rd</sup> : Oct 31- Nov 3 (4 days)	Review and assessment	<b>IOWA/ITBS Complete Battery Gr 3-8</b>	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
4 <sup>th</sup> : Nov 6-10 (5 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech <b>SPEECH:</b> Demonstration Speech (2) Weekly Current Events	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills - Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	
5 <sup>th</sup> : Nov 13-17 (5 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech <b>SPEECH:</b> Demonstration Speech (2) Weekly Current Events	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills - Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	
6 <sup>th</sup> : Nov 27- Dec 1 (5 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech <b>SPEECH:</b> Demonstration Speech (2) Weekly Current Events	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills - Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	
7 <sup>th</sup> : Dec 4-8 (5 days)	<b>SKILLS:</b> Presentation Aids Nonverbal Communication Supporting Your Speech	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills	



2nd Quarter (43 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	<b>SPEECH:</b> <b>Demonstration Speech (2)</b> <b>Weekly Current Events</b>	- Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding</li> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>
<b>8<sup>th</sup>: Dec 11-15</b> <i>(5 days)</i>	<b>Review</b>	<b>2<sup>nd</sup> Benchmark</b>	
<b>9<sup>th</sup>: Dec 18-22</b> <i>(5 days)</i>	<b>SKILLS:</b> <b>Presentation Aids</b> <b>Nonverbal Communication</b> <b>Supporting Your Speech</b> <b>SPEECH:</b> <b>Demonstration Speech (2)</b> <b>Weekly Current Events</b> <b>Be the Teacher for a Day</b> <b>Presentations</b>	- Practice effective communication - Effectively communicate with a presentation aid. - Listen effectively as an audience member - Demonstrate advanced vocabulary skills - Use body language to enhance meaning and communication - Teach audience how to effectively perform a task or skill	

3rd Quarter (42 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
<b>1st: Jan 8-12</b> <i>(5 days)</i>	<b>SKILLS:</b> <b>Special Occasion Speaking</b> <b>Verbal Communication</b> <b>Using Presentation Aids</b> <b>SPEECH:</b> <b>Special Occasion Speech (2)</b> <b>Weekly Current Events</b> <b>New Year's Resolutions Speech</b>	- Effective communication - Use body language to enhance meaning and communication - Demonstrate advanced vocabulary skills - Accept and apply criticism - Deliver an effective message - Listen effectively as an audience member	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their</li> </ul>



3rd Quarter (42 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
2nd : Jan 16-18 (3 days)	<b>SKILLS:</b> <b>Special Occasion Speaking</b> <b>Verbal Communication</b> <b>Using Presentation Aids</b>  <b>SPEECH:</b> <b>Special Occasion Speech (2)</b> <b>Weekly Current Events</b> <b>New Year's Resolutions Speech</b>	- Effective communication - Use body language to enhance meaning and communication - Demonstrate advanced vocabulary skills - Accept and apply criticism - Deliver an effective message - Listen effectively as an audience member	understanding • Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
3rd : Jan 22-26 (5 days)		<b>1<sup>st</sup> Mock STAAR</b>	
4th: Jan 29-Feb 2 (5 days)	<b>SKILLS:</b> <b>Special Occasion Speaking</b> <b>Verbal Communication</b> <b>Using Presentation Aids</b> <b>SPEECH:</b> <b>Special Occasion Speech (2)</b> <b>Weekly Current Events</b> <b>New Year's Resolutions Speech</b> <b>Perseverance Speech</b> <b>"My Utopia" Project &amp; Presentation</b>	- Effective communication - Use body language to enhance meaning and communication - Demonstrate advanced vocabulary skills - Accept and apply criticism - Deliver an effective message - Listen effectively as an audience member	
5th: Feb 5-9 (5 days)	<b>SKILLS:</b> <b>Special Occasion Speaking</b> <b>Verbal Communication</b> <b>Using Presentation Aids</b> <b>SPEECH:</b> <b>Special Occasion Speech (2)</b> <b>Weekly Current Events</b> <b>New Year's Resolutions Speech</b> <b>Perseverance Speech</b> <b>"My Utopia" Project &amp; Presentation</b>	- Effective communication - Use body language to enhance meaning and communication - Demonstrate advanced vocabulary skills - Accept and apply criticism - Deliver an effective message - Listen effectively as an audience member	
6th: Feb 12-16 (5 days)	<b>SKILLS:</b> <b>Special Occasion Speaking</b> <b>Verbal Communication</b> <b>Using Presentation Aids</b>	- Effective communication - Use body language to enhance meaning and communication - Demonstrate advanced vocabulary skills - Accept and apply criticism	



3rd Quarter (42 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	<b>SPEECH:</b> <b>Special Occasion Speech (2)</b> <b>Weekly Current Events</b> <b>New Year's Resolutions Speech</b> <b>Perseverance Speech</b> <b>"My Utopia" Project &amp; Presentation</b>	<ul style="list-style-type: none"> <li>- Deliver an effective message</li> <li>- Listen effectively as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding</li> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>
7 <sup>th</sup> : Feb 20-23 (4 days)	Review and assessment	2 <sup>nd</sup> Mock STAAR	
8 <sup>th</sup> : Feb 26- Mar 2 (5 days)	Review and assessment	3 <sup>rd</sup> Benchmark	
9 <sup>th</sup> : Mar 5-9 (5 days)	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b> <b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b> <b>Final Speech (Student's Choice)</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	

4th Quarter (48 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
1 <sup>st</sup> : Mar 19-23 (5 days)	Review and assessment	3 <sup>rd</sup> Mock STAAR	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction</li> </ul>
2 <sup>nd</sup> : Mar 26-30 (5 days)	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> </ul>	



4th Quarter (48 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	<b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b> <b>Final Speech (Student's Choice)</b>	<ul style="list-style-type: none"> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	and provide evidence from text to support their understanding • Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
<b>3<sup>rd</sup>: Apr 2-6</b> <i>(5 days)</i>	<b>Review</b>	<b>April 3: STAAR Gr 4, 7 Writing; Gr 5, 8 Math</b> <b>April 4: STAAR Gr 5, 8 Reading</b>	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
<b>4<sup>th</sup>: Apr 9-13</b> <i>(5 days)</i>	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b> <b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b> <b>Final Speech (Student's Choice)</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	
<b>5<sup>th</sup>: April 16-19</b> <i>(4 days)</i>	<b>Review</b>	<b>Review</b>	
<b>6<sup>th</sup>: Apr 23- 27</b> <i>(5 days)</i>	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b> <b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	





4th Quarter (48 Days)			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	<b>Final Speech (Student's Choice)</b>		
<b>7<sup>th</sup>: Apr 30- May 4</b> (5 days)	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b> <b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b> <b>Final Speech (Student's Choice)</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding</li> <li>• Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>
<b>8<sup>th</sup>: May 7-11</b> (5 days)	<b>Review and assessment</b>	<p><b>May 7: STAAR- Gr 8 Algebra 1, Gr 6, 7 Math</b></p> <p><b>May 8: STAAR- Gr 6, 7 Reading</b></p> <p><b>May 9: STAAR- Gr 8 Science</b></p> <p><b>May 10: STAAR- Gr 8 Social Studies</b></p>	
<b>9<sup>th</sup>: May 14-18</b> (5 days)	<b>Review and assessment</b>	<b>Final Benchmark</b>	
<b>10<sup>th</sup>: May 21-24</b> (4 days)	<b>SKILLS:</b> <b>Persuasive Strategies</b> <b>Propaganda</b> <b>Principles of Persuasive Speaking</b> <b>SPEECH</b> <b>Persuasive Speech (2)</b> <b>Weekly Current Events</b> <b>Conflict in Africa Project</b> <b>Interviewing Skills</b> <b>*Tune all learned skills*</b> <b>Mock Interview</b> <b>Final Speech (Student's Choice)</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of persuasive strategies</li> <li>- Develop an arguable thesis</li> <li>- Analyze and gather supporting details</li> <li>- Effectively communicate during debate</li> <li>- Listen effectively as an audience member and team member</li> <li>- Develop research skills</li> <li>- Use internet and Microsoft Office to create vivid visual presentations</li> <li>- Deliver an effective message</li> <li>- Accept and apply constructive criticism</li> </ul>	