

C3 Agenda

Week 9

April 3-7

Learning Target/ Standard	Performance Task	Success Criteria
<p>Mon</p> <p>CCSS.ELA-LITERACY.CCRA.SL.2 <i>I can evaluate multiple sources in different media or formats to find quality information in order to answer a question or solve a problem.</i></p> <p>CCSS.ELA-LITERACY.CCRA.SL.3 <i>I can evaluate a speaker's point of view, their reasoning, and their use of evidence to persuade me.</i></p>	<p>New Topic: Body Language</p> <p>Body Language Activity</p> <ul style="list-style-type: none"> 12 volunteers- act out adjectives on card <p>Read article "Negative Body Language: 7 Deadly Sins of Nonverbal Communication"</p> <p>Begin movie from History.com "Secrets of Body Language" http://topdocumentaryfilms.com/secrets-of-body-language/</p>	<p>Demonstrate knowledge of effective body language</p> <p>Get a deeper knowledge of how body language is used in politics, and professional settings</p>
<p>Tues & Wed</p> <p>CCSS.ELA-LITERACY.CCRA.SL.3 <i>I can evaluate a speaker's point of view, their reasoning, and their use of evidence to persuade me.</i></p>	<p>"Secrets of Body Language" video</p>	<p>(same)</p>
<p>Thur</p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 <i>I can be prepared and participate effectively in group conversations and collaborations.</i></p>	<p>Topic: Résumé writing</p> <p>get packet of 4 example résumés & identify the common links among them using the "Résumé writing skills" ws</p> <p>list possible ideas you could put in one of the categories identified (on smartboard)</p> <p>fill out "Résumé Builder Chart" ws (on back of the "Résumé writing skills" ws)</p>	<p>Work with tablemates to identify common links and write them on the board</p> <p>Fill out "Résumé Builder Chart" ws</p> <p>HW- gather all info necessary for completion of résumé (including references)</p>
<p>Friday</p> <p>CT.2 <i>I can choose whether to use a word processing program, a spreadsheet, a table, an outline or a presentation program to complete a given task.</i></p> <p>TC.2. <i>I can use the technology tools such as a dictionary, thesaurus, grammar-checker and calculator to make sure my documents are accurate</i></p>	<p>Pass out handouts with necessary components for résumés:</p> <ul style="list-style-type: none"> "What is a résumé?" ws Résumé example template <p>select the correct google program (Google docs, sheets, slides) for this assignment.</p> <p>begin your work time, use your "Résumé Builder Chart" ws to help you.</p>	<p>Select correct Google program and begin writing your résumé</p>

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CT.2 evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)

TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials