



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle School Speech Curriculum

Course Description: Students will proficiently demonstrate public speaking skills necessary for a variety of audiences in preparation for high school and for post-secondary opportunities.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 Weeks	Introduction to Speech	Topic 1: How To Give a Speech Topic 2: Why Give a Speech Topic 3: Speech Making Process
3 Weeks	Informative	Topic 1: Inform and Purpose Topic 2: Announcements
3 Weeks	Persuade	Topic 1: Persuade vs Argue Topic 2: Facts vs Opinion Topic 3: Commercials
4 Weeks	Entertain	Topic 1: Defining Entertainment Speeches Topic 2: Special Occasion Speeches Topic 3: Oral Interpretation
4 Weeks	Debate	Topic 1: Debate Topic 2: Public Forum

Unit 1: Introduction to Speech

Subject: Speech

Grade: 7-8

Name of Unit: Introduction of Speech

Length of Unit: 4 Weeks

Overview of Unit: Students will learn essential speech vocabulary and techniques that they will be developing over the course of the class. They will learn the process of writing and preparing a speech and set goals for their learning.

Priority Standards for unit:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting Standards for unit:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to strengthen claims and evidence	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to add interest	Plan and Deliver	Apply	3
Audibly, and to the point	Speak	Apply	1
Conventions of language as appropriate to task	Use	Apply	1
Conventions of language as appropriate to purpose	Use	Apply	1
Conventions of language as appropriate to audience	Use	Apply	1
Appropriate Volume	Include	Apply	1
Clear articulation	Include	Apply	1
Accurate pronunciation at an understandable pace	Include	Apply	1

Essential Questions:

1. How does a person give a speech?
2. Why would a person give a speech?

Enduring Understanding/Big Ideas:

1. Speakers use effective presentation techniques such as adequate volume, direct eye contact, and appropriate body language and adapt it to the audience and purpose. In addition, speakers take an idea through the speech writing process by identifying the topic, completing any research necessary, organizing the information, and presenting it in the appropriate form.
2. Speakers present information to persuade, inform or entertain as determined by their audience awareness.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Analyze● Audience● Claim● Entertain● Evidence● Inform● Persuade● Purpose	<ul style="list-style-type: none">● Body Language● Eye Contact● Fillers● Impromptu● Voice Quality?

Resources for Vocabulary Development: Quality Tools

Topic 1: How To Give A Speech

Engaging Experience 1

Title: Introductions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will introduce themselves to the teacher and class through teacher-selected icebreakers, such as Introduce Your Partner, Two Truths and a Lie, or the M&M Color Game to begin gaining confidence in speaking in front of others.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Engaging Experience 2

Title: Short Impromptus

Suggested Length of Time: 5-10 Days

Standards Addressed

Priority:

- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will first be presented with a topic that they have to stand up at their desks and give a 30 second speech on, after which the teacher will discuss the effective/not effective speech techniques used (such as eye contact, volume and quality of voice, etc.). The other students and teacher will provide specific feedback on how he/she did. Then, students will progress to a 1-minute speech and draw the topic immediately before giving the speech and will again receive feedback on their performances.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Engaging Experience 3

Title: Goal Setting

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Based on feedback from teacher and peers from the previous Engaging Experience, students will identify strengths and weaknesses in speaking, document feedback, and set goals for the class. The teacher may consider incorporating an electronic reflective piece for peers to provide additional feedback and to keep for portfolio development.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Engaging Experience 4

Title: Analyzing Famous Speeches

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Students will view various famous speeches, such as speeches by President Obama, Steve Jobs, Martin Luther King Jr, George W. Bush, Kanye West, etc. Selected speeches should include both good and poor examples of speech giving. While viewing, students will analyze the speaker's presentation skills, including eye contact, body language, fillers, content/organization, voice quality and volume, etc. Students will also compare/contrast two of the selected speeches.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 2, 3, 4

Topic 2: Why Give A Speech

Engaging Experience 1

Title: Purpose of Speech - P.I.E.

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Students will take notes on the three main purposes of giving a speech -- to persuade, to inform, to entertain -- and how each purpose is affected by the given audience. Students will view examples of the three different types of speeches and be asked to identify differences between them.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Topic 3: Speech Making Process

Engaging Experience 1

Title: Making a Speech - Modeling the Process

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Teacher will model the process of developing and giving a speech, from selecting a topic, to collecting and organizing information, to writing an outline, to revising/editing using self and peers, to practicing and giving the speech. Students will take notes and practice alongside the teacher in working through the speech process as a class. Students will be expected to complete the process on their own for future speeches.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 1, 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a video to teach others the process of identifying and developing a public speech. The video will be no longer than 3 minutes and students may choose to share their videos on the web.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How to Give a Speech	Introductions	Students will introduce themselves to the teacher and class through teacher-selected icebreakers, such as Introduce Your Partner, Two Truths and a Lie, or the M&M Color Game to begin gaining confidence in speaking in front of others.	1 Day
How to Give a Speech	Short Impromptus	Students will first be presented with a topic that they have to stand up at their desks and give a 30 second speech on, after which the teacher will discuss the effective/not effective speech techniques used (such as eye contact, volume and quality of voice, etc.) The other students and teacher will provide specific feedback on how he/she did. Then, students will progress to a 1-minute speech and draw the topic immediately before giving the speech and will again receive feedback on their performances.	5-10 Days
How to Give a Speech	Goal Setting	Based on feedback from teacher and peers from the previous Engaging Experience, students will identify strengths and weaknesses in speaking, document feedback, and set goals for the class. The teacher may consider incorporating an electronic reflective piece for peers to provide additional feedback and to keep for portfolio development.	1-2 Days
How to Give a Speech	Analyzing Famous Speeches	Students will view various famous speeches, such as speeches by President Obama, Steve Jobs, Martin Luther King Jr, George W. Bush, Kanye West, etc. Selected speeches should include both good and poor examples of speech giving. While viewing, students will analyze	2-3 Days

		the speaker’s presentation skills, including eye contact, body language, fillers, content/organization, voice quality and volume, etc. Students will also compare/contrast two of the selected speeches.	
Why Give a Speech	Purpose of Speech (P.I.E.)	Students will take notes on the three main purposes of giving a speech -- to persuade, to inform, to entertain -- and how each purpose is affected by the given audience. Students will view examples of the three different types of speeches and be asked to identify differences between them.	5 Days
Speech-Making Process	Making a Speech - Modeling the Process	Teacher will model the process of developing and giving a speech, from selecting a topic, to collecting and organizing information, to writing an outline, to revising/editing using self and peers, to practicing and giving the speech. Students will take notes and practice alongside the teacher in working through the speech process as a class. Students will be expected to complete the process on their own for future speeches.	5 Days

Unit 2: Informative

Subject: Informative

Grade: 7-8

Name of Unit: Informative Speeches

Length of Unit: 3 Weeks

Overview of Unit: Students will learn the value of and ways to speak informatively through analyzation and practice. Students will be able to work through the process of collecting information through research and sharing that information in a logical and organized way, using effective public speaking skills.

Priority Standards for unit:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting Standards for unit:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to strengthen claims and evidence	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to add interest	Plan and Deliver	Apply	3
Audibly, and to the point	Speak	Apply	1
Conventions of language as appropriate to task	Use	Apply	1
Conventions of language as appropriate to purpose	Use	Apply	1
Conventions of language as appropriate to audience	Use	Apply	1
Appropriate Volume	Include	Apply	1
Clear articulation	Include	Apply	1
Accurate pronunciation at an understandable pace	Include	Apply	1

Essential Questions:

1. Why is it important to be able to inform an audience?
2. How does a speaker inform an audience?
3. How is research important in informational speeches?

Enduring Understanding/Big Ideas:

1. Speakers will gain confidence in speaking to different audience sizes. Students will understand informative speeches are important in many different mediums, such as the news, commercials, and live messaging
2. Speakers have the ability to share unbiased information through different types of informative speeches, such as expository and how-to. Students understand the speaker has a purpose behind their message.

3. Students will understand the difference between opinion and fact-based speeches and how using research-based facts makes an informative speech stronger.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Analyze ● Audience ● Claim ● Coherent ● Credible ● Evidence ● Inform ● Organization ● Purpose ● Relevant ● Research ● Valid ● Word Choice 	<ul style="list-style-type: none"> ● Body Language ● Eye Contact ● Fillers ● Hook ● Voice Quality

Resources for Vocabulary Development: Quality Tools

Topic 1: Inform and Purpose

Engaging Experience 1

Title: Purpose and Meaning of Inform

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Teacher will review with students what it means to inform and the various purposes for needing to inform or share information through examples, visuals, and notes. Teacher will display video examples of informative speeches and may choose to use a review game.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Topic 2: Announcements

Engaging Experience 1

Title: Audience and Purpose

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will view examples of school TV news announcements and discuss how they fit into the informative speech category. After reviewing audience and purpose, the teacher will present students with various fictional scenarios for announcements. Students will identify who the audience is and what the purpose is for the announcement. Following, they will create the announcement for the fictional scenario and present it to the class.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Research

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Discuss the role research plays in giving announcements for the student population--not necessarily research in the traditional sense. Students may need to collect information through interviews, surveys, and discussions with other students, teachers, administrators, and clubs/organizations to provide population with information they need to know. Students will practice creating a survey or form to collect information using an online tool such as SurveyMonkey or Google Forms. They should have at least 10 individuals complete their survey.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Engaging Experience 3

Title: Writing and Presenting

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several

speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will identify and select a need for a school-wide announcement for the student population. They will then work to write the announcement by collecting the necessary information and identifying the audience and purpose. Students will peer review and revise each other's announcements and then video record the announcement for the school's TV channel.

Bloom's Levels: Apply

Webb's DOK: 1, 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a How-To video through brainstorming of a topic, completing any necessary research on the topic, writing out and fine-tuning the steps of the process, focusing on word choice and details, then finally filming and sharing the video with the class, and posting it to YouTube or web page, if desired.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Inform and Purpose	Purpose and Meaning of Inform	Teacher will review with students what it means to inform and the various purposes for needing to inform or share information through examples, visuals, and notes. Teacher will display video examples of informative speeches and may choose to use a review game.	1-2 Days
Announcements	Audience and Purpose	Students will view examples of school TV news announcements and discuss how they fit into the informative speech category. After reviewing audience and purpose, the teacher will present students with various fictional scenarios for announcements. Students will identify who the audience is and what the purpose is for the announcement. Following, they will create the announcement for the fictional scenario and present it to the class.	2-3 Days
Announcements	Research	Discuss the role research plays in giving announcements for the student population - not necessarily research in the traditional sense. Students may need to collect information through interviews, surveys, and discussions with other students, teachers, administrators, and clubs/organizations to provide population with information they need to know. Students will practice creating a survey or form to collect information using an online tool such as SurveyMonkey or Google	1-2 Days

		Forms. They should have at least 10 individuals complete their survey.	
Announcements	Writing and Presenting	Students will identify and select a need for a school-wide announcement for the student population. They will then work to write the announcement by collecting the necessary information and identifying the audience and purpose. Students will peer review and revise each other's announcements and then video record the announcement for the school's TV channel.	4 Days

Unit 3: Persuade

Subject: Speech

Grade: 7-8

Name of Unit: Persuade

Length of Unit: 2-3 Weeks

Overview of Unit: Students will learn the value of and techniques to speak persuasively. They will be able to determine the difference between fact and opinion-based argument, and effectively persuade an identified audience using sound reasoning and relevant evidence.

Priority Standards for unit:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting Standards for unit:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to strengthen claims and evidence	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to add interest	Plan and Deliver	Apply	3
Audibly, and to the point	Speak	Apply	1
Conventions of language as appropriate to task	Use	Apply	1
Conventions of language as appropriate to purpose	Use	Apply	1
Conventions of language as appropriate to audience	Use	Apply	1
Appropriate Volume	Include	Apply	1
Clear articulation	Include	Apply	1
Accurate pronunciation at an understandable pace	Include	Apply	1

Essential Questions:

1. How does a speaker persuade?
2. Why is it important to be able to persuade?
3. How does audience impact the persuasive message?

Enduring Understanding/Big Ideas:

1. Speakers can use a combination of research-based facts and opinions to convince a designated audience to believe or buy-in to something by using the persuasive appeals and by presenting the ideas in a logical, organized manner.
2. Speakers should be able to convince an audience that their thoughts or ideas are relevant and reliable in order to achieve a desired outcome.
3. The techniques such as emotional appeal, logical appeal, and moral appeal, a speaker uses to persuade will depend on the audience's interests, desires and beliefs.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Analyze● Argument● Audience● Claim● Credible● Evidence● Inform● Justify● Organization● Persuade● Persuasive Appeals● Purpose● Relevant● Research● Tone● Word Choice	<ul style="list-style-type: none">● Body Language● Eye Contact● Fillers● Hook● Voice Quality

Resources for Vocabulary Development: Quality tools

Topic 1: Persuade vs. Argue

Engaging Experience 1

Title: Persuade vs. Argue

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Students will discuss with their shoulder partner what the difference is between persuading and arguing. Each pair will present to the class. The class will then determine the meaning.

Bloom's Levels: Understand, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Purpose of Persuasive Speaking

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Brainstorm reasons, places, audience and topics people may need to be able to persuade others. Students will be randomly divided into groups to brainstorm using the Parking Lot Quality Tool. Each “parking lot” is displayed using chart paper and labeled with the following: (1) Reasons (2) Places (3) Audiences (4) Topics. Groups will move around the room to add ideas. A class discussion should follow. Teachers may choose to create a digital parking lot.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Facts vs. Opinions

Engaging Experience 1

Title: Facts vs. Opinions

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students present a short speech on a school issue without research. The class will vote on whether or not the speech was convincing and explain their reasoning. The teacher will ultimately facilitate that facts help make claims believable, though it is possible to persuade others using emotions and opinions.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Commercials

Engaging Experience 1

Title: Analyzing Commercials

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Students will analyze several commercials to determine purpose, intended audience, and persuasive technique(s) used. As a table group they will determine if each commercial was persuasive. As a class we will make a plus/delta chart to evaluate each commercial and discuss the most effective persuasive techniques and how they were created.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Organizing the Commercial

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several

speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will divide into groups of four. As a group they will determine the purpose, audience, perspective, persuasive technique, setting, and materials needed in order to create a commercial promoting yearbook sales. In this process the students will use a sequence fishbone strategy from the beginning to the end of the commercial.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will use the process of persuasion to film and edit their commercial (started in the previous Engaging Experience) for use in announcements and other advertising opportunities. Students will then share their announcements with the class. The class will vote on the best two commercials, which will be shown on the school's television channel.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Persuade vs. Argue	Persuade vs. Argue	Students will discuss with their shoulder partner what the difference is between persuading and arguing. Each pair will present to the class. The class will then determine the meaning.	1 Day
Persuade vs. Argue	Purpose of Persuasive Speaking	Brainstorm reasons, places, audience and topics people may need to be able to persuade others. Students will be randomly divided into groups to brainstorm using the Parking Lot Quality Tool. Each “parking lot” is displayed using chart paper and labeled with the following: (1) Reasons (2) Places (3) Audiences (4) Topics. Groups will move around the room to add ideas. A class discussion should follow. Teachers may choose to create a digital parking lot.	1 Day
Facts vs. Opinions	Facts vs Opinions	Students present a short speech on a school issue without research. The class will vote on whether or not the speech was convincing and explain their reasoning. The teacher will ultimately facilitate that facts help make claims believable, though it is possible to persuade others using emotions and opinions.	3 Days
Commercials	Analyzing Commercials	Students will analyze several commercials to determine purpose, intended audience, and persuasive technique(s) used. As a table group they will determine if each commercial was persuasive. As a class we will make a plus/delta chart to evaluate each commercial and discuss the most effective persuasive techniques and how they were created.	2 Days

Commercials	Organizing the Commercial	Students will divide into groups of four. As a group they will determine the purpose, audience, perspective, persuasive technique, setting, and materials needed in order to create a commercial promoting yearbook sales. In this process the students will use a sequence fishbone strategy from the beginning to the end of the commercial.	2 Days
-------------	---------------------------------	--	--------

Unit 4: Entertain

Subject: Speech

Grade: 7-8

Name of Unit: Entertain

Length of Unit: 4 Weeks

Overview of Unit: Students will learn the value of and ways to speak to entertain a specific audience, practicing with both ideas of their own and others'. Students will work through the process of developing a speech to inform and presenting with appropriate tone and body language for the audience and purpose.

Priority Standards for unit:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting Standards for unit:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to strengthen claims and evidence	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to add interest	Plan and Deliver	Apply	3
Audibly, and to the point	Speak	Apply	1
Conventions of language as appropriate to task	Use	Apply	1
Conventions of language as appropriate to purpose	Use	Apply	1
Conventions of language as appropriate to audience	Use	Apply	1
Appropriate Volume	Include	Apply	1
Clear articulation	Include	Apply	1

Essential Questions:

1. Why is it important to be able to entertain?
2. How does audience and purpose impact the entertainment?

Enduring Understanding/Big Ideas:

1. Speakers should be able to capture the attention of and create enjoyable experiences for their audiences, evidenced by appropriate tone of voice, attention grabbing hooks, and visual aids.
2. The method of entertainment is determined by the interests and desires of the audience and the situation of the intended speech, as gathered through observations, surveys, and, pop culture, and school climate.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Audience● Claim● Entertain● Mood● Organization● Purpose● Research● Survey● Tone● Visual Aid● Word Choice	<ul style="list-style-type: none">● Body Language● Eye Contact● Fillers● Hook● Voice Quality

Resources for Vocabulary Development: Quality Tools

Topic 1: Defining Entertainment Speeches

Engaging Experience 1

Title: Meaning and Purpose of Entertain

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Teacher will review with students what it means to entertain and the various purposes for needing to entertain and share information through examples, visuals, and notes. After reviewing notes, students will view video examples of entertainment speeches and analyze them for qualities. The teacher can consider showing both good and poor speeches and having students note the differences on a plus/delta chart.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Topic 2: Special Occasion Speeches

Engaging Experience 1

Title: Introduction

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Introduce the special occasion speech. This is a speech a student prepares in the instance of a special occasion, such as a best man/maid of honor speech, funeral eulogy, dedication, graduation, award acceptance, etc. Provide students with both written and video examples, discussing purpose, audience, organization and format. Students may begin brainstorming topics for their own special occasion speeches.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Engaging Experience 2

Title: Speech Preparation

Suggested Length of Time: 5-7 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Students will write and prepare special occasion speech, following the process outlined at the beginning of the semester (brainstorm, gather information, organize, outline, revise, and practice).

Bloom’s Levels: Apply

Webb’s DOK: 1, 2, 3

Engaging Experience 3

Title: Speeches

Suggested Length of Time: 4-5 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will present a 1 – 2-minute special occasion speech to the class using public speaking skills. Classmates will complete peer evaluations during the speeches then share feedback with classmates, which will be docked in each student’s tracking/goal sheet. The teacher may choose to use electronic goal tracking sheets.

Bloom’s Levels: Apply; **Webb’s DOK:** 3

Topic 3: Oral Interpretation

Engaging Experience 1

Title: What is Oral Interpretation?

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Introduce oral interpretation - the dramatic art of taking a published work and performing it by interpreting the meaning and sharing it through voice and movement. This type of speech is unique in that you are not finding information or sharing your own ideas, simply interpreting those ideas of others, usually a published poem, prose piece, journal entry, or the like. It is similar to a form of acting. Share both written and video examples of oral interpretation as students identify how the speaker's body language, tone of voice, etc. create the interpretation.

Bloom's Levels: Apply

Webb's DOK: 1, 3

Engaging Experience 2

Title: Preparing an Oral Interpretation Piece

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Assist students in selecting a piece for their oral interpretation by providing resources and enlisting the help of the school media specialist. Selected pieces should be no longer than five minutes. Once selected, students will determine the tone and mood of the piece and identify areas for specific body language and change in voice. Students will prepare the physical piece, typed in black and white and glued to a black piece of paper and placed inside a binder. Finally, students will rehearse to perfect the speech.

Bloom’s Levels: Apply

Webb’s DOK: 1, 2, 3

Engaging Experience 3

Title: Presenting Oral Interpretations

Suggested Length of Time: 5-7 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will present oral interpretation speeches to the class using public speaking skills and appropriate oral interpretation form. Classmates will complete peer evaluations during the speeches then share feedback with classmates, which will be docketed in each student's tracking/goal sheet.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will develop and create an entertainment video for the school's TV channel, such as teacher vs. student dance competitions, minute to win it challenges, etc. The video should focus on the audience and identify a specific purpose or need for the entertainment.

Entertainment factor will be measured by anonymous voting.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Defining Entertainment Speeches	Meaning and Purpose of Entertain	Teacher will review with students what it means to entertain and the various purposes for needing to entertain and share information through examples, visuals, and notes. After reviewing notes, students will view video examples of entertainment speeches and analyze them for qualities. The teacher can consider showing both good and poor speeches and having students note the differences on a plus/delta chart.	1-2 Days
Special Occasion Speeches	Introduction	Introduce the special occasion speech. This is a speech a student prepares in the instance of a special occasion, such as a best man/maid of honor speech, funeral eulogy, dedication, graduation, award acceptance, etc. Provide students with both written and video examples, discussing purpose, audience, organization and format. Students may begin brainstorming topics for their own special occasion speeches.	1-2 Days
Special Occasion Speeches	Speech Preparation	Students will write and prepare special occasion speech, following the process outlined at the beginning of the semester (brainstorm, gather information, organize, outline, revise, practice).	5-7 Days
Special Occasion Speeches	Speeches	Students will present a 1 - 2-minute special occasion speeches to the class using public speaking skills. Classmates will complete peer evaluations during the speeches then share feedback with classmates, which will be docked in each student's tracking/goal	4-5 Days

		sheet. Teacher may choose to use electronic goal tracking sheets.	
Oral Interpretation	What is Oral Interpretation?	Introduce oral interpretation - the dramatic art of taking a published work and performing it by interpreting the meaning and sharing it through voice and movement. This type of speech is unique in that you are not finding information or sharing your own ideas, simply interpreting those ideas of others, usually a published poem, prose piece, journal entry, or the like. It is similar to a form of acting. Share both written and video examples of oral interpretation as students identify how the speaker's body language, tone of voice, etc. create the interpretation.	2-3 Days
Oral Interpretation	Preparing an Oral Interpretation Piece	Assist students in selecting a piece for their oral interpretation by providing resources and enlisting the help of the school media specialist. Selected pieces should be no longer than five minutes. Once selected, students will determine the tone and mood of the piece and identify areas for specific body language and change in voice. Students will prepare the physical piece, typed in black and white and glued to a black pie	5 Days
Oral Interpretation	Presenting Oral Interpretations	Students will present oral interpretation speeches to the class using public speaking skills and appropriate oral interpretation form. Classmates will complete peer evaluations during the speeches then share feedback with classmates, which will be docked in each student's tracking/goal sheet.	5-7 Days

Unit 5: Debate

Subject: Speech

Grade: 7-8

Name of Unit: Debate

Length of Unit: 4 Weeks

Overview of Unit: Students will be able to understand opposing viewpoints then choose and defend one viewpoint or the other, using logical reasoning and relevant evidence in the appropriate debate format.

Priority Standards for unit:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting Standards for unit:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to strengthen claims and evidence	Plan and Deliver	Apply	3
Appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to add interest	Plan and Deliver	Apply	3
Audibly, and to the point	Speak	Apply	1
Conventions of language as appropriate to task	Use	Apply	1
Conventions of language as appropriate to purpose	Use	Apply	1
Conventions of language as appropriate to audience	Use	Apply	1
Appropriate Volume	Include	Apply	1
Clear articulation	Include	Apply	1

Essential Questions:

1. How do speakers debate effectively?
2. Why is it important to be able to debate?

Enduring Understanding/Big Ideas:

1. Speakers develop an effective debate by preparing both sides of an argument with research-based facts. In addition, they present their ideas clearly with strong word choice and organization. Effectiveness will be determined by “winning” the debate and successfully proving their argument.
2. Speakers should be able to analyze differing viewpoints, choose a viewpoint, and defend their choices in order to be able to make their own decisions when presented with controversial issues.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Analyze● Argument● Audience● Claim● Credible● Debate● Evidence● Justify● Organization● Persuade● Purpose● Research● Tone● Word Choice	<ul style="list-style-type: none">● Body Language● Eye Contact● Fillers● Voice Quality

Resources for Vocabulary Development: Quality Tools

Topic 1: Debate

Engaging Experience 1

Title: What is a Debate?

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Students will watch one quality and one poor debate. In pairs students will analyze and evaluate both debates using a Plus/Delta chart, or other appropriate quality tool. The pair will provide specific details to support their Plus/Delta decisions. As a class, we will create a description of a quality debate.

Bloom's Levels: Analyze, Evaluate, Understand

Webb's DOK: 2, 3

Topic 2: Public Forum

Engaging Experience 1

Title: What is Public Forum?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

Supporting:

- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Explain the concept of a public forum debate-- this type of debate is a two-man team debate. Each team will prepare both sides of an argument (for and against) on one nationally determined topic (via www.speechanddebate.org). Students should understand that they will never know what side they will be arguing until the debate begins (it is a coin flip). All the specific rules and time limits are available on the National Speech and Debate website (speechanddebate.org). The teacher may choose to modify the time constraints to adjust for student level and class period limitations.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Participate in Public Forum Debate

After students prepare, model and practice in partners, they will participate in a class debate, using the format and rules found on www.speechanddebate.org. As a culminating class assessment, the teacher should emphasize the importance of incorporating all public speaking skills learned throughout the semester. During the debate, students in the audience will evaluate the debater's performances using a peer evaluation form. Students will reflect on their own performances based on self, teacher and peer feedback. The teacher may choose to organize a debate with another middle school class or arrange to have high school students judge the debate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Debate	What is a Debate?	Students will watch one quality and one poor debate. In pairs students will analyze and evaluate both debates using a Plus/Delta chart, or other appropriate quality tool. The pair will provide specific details to support their Plus/Delta decisions. As a class, we will create a description of a quality debate.	2 Days
Public Forum	What is Public Forum	Explain the concept of a public forum debate-- this type of debate is a two-man team debate. Each team will prepare both sides of an argument (for and against) on one nationally determined topic (via www.speechanddebate.org); Students should understand that they will never know what side they will be arguing until the debate begins (it is a coin flip). All the specific rules and time limits are available on the National Speech and Debate website (speechanddebate.org). Teacher may choose to modify the time constraints to adjust for student level and class period limitations.	1 Day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.