



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Speech Curriculum

Course Description: Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. Activities involve preparing speeches to inform, entertain and persuade as well as panel discussions and oral interpretation of literature. This course is designed for college-bound seniors or students entering the workforce who desire more effective English communication skills.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Introduction to Speech	Topic 1: Climate in Class Topic 2: Background Topic 3: Elements Topic 4: Structure Topic 5: Nonverbal
2 Weeks	Research	Topic 1: Foundations Topic 2: Types Topic 3: Documentation
4 Weeks	Informative	Topic 1: Types Topic 2: Organizational Methods Topic 3: Demonstration
4 Weeks	Persuasive	Topic 1: Types Topic 2: Thinking Methods Topic 3: Qualities Topic 4: Theories Topic 5: Line of Reasoning
3 Weeks	Group Communication	Topic 1: Types of Leadership Topic 2: Functions of Leadership Topic 3: Argumentation Topic 4: Analysis
2 Weeks	Entertain and Special Occasion	Topic 1: Types Topic 2: Purpose

Unit 1: Introduction to Speech

Subject: Speech

Grade: 12

Name of Unit: Introduction to Speech

Length of Unit: 3 Weeks

Overview of Unit: Students of Speech will gain a basic background knowledge of Public Speaking. They will begin to understand the different types of speeches and their purposes. Students will learn more about the communication process and begin to understand how we incorporate various nonverbal skills into our speeches. Students will also understand the steps of putting together a speech from start to performance.

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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
With peers to promote civil, democratic discussions and decision-making	Work	Apply	2
With peers to set clear goals and deadlines	Work	Apply	2
With peers to establish individual roles as needed	Work	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation to consistently engage learners	Speak	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, strategically varying volume, pitch and pace to consistently engage listeners	Speak	Apply	2

Essential Questions:

1. Why take public speaking?
2. How do you overcome fear of public speaking?
3. How do you determine the type of speech to use?

Enduring Understanding/Big Ideas:

1. Students will identify the importance of life skills in public speaking that can give them a comparative advantage throughout life.
2. Through preparation and practice, students will effectively present information in a variety of ways. Students will be able to reflect on their strengths and weaknesses and how they will improve.
3. Students will understand that there are a variety of presentation methods and will be able understand the purpose of the speech and choose the appropriate method

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Body● Ceremonial● Conclusion● Impromptu● Informative● Introduction● Nonverbal● Persuasive	<ul style="list-style-type: none">● Audience● Ethos● Logos● Pathos● Style

Resources for Vocabulary Development: Art of Public Speaking, 6th Edition, by Stephen Lucas

Topic 1: Climate in Class

Engaging Experience 1

Title: Show and Tell

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

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 bring two to three items from home that have some sort of value to them. Some items may have monetary value and some may have sentimental value. Students will get up in front of the class to present the information and begin the process of speaking in front of others. This should not be a formal type of speech but rather a conversation had among classmates.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Introduce classmate

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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 are randomly paired and must interview one another to create a 1-2-minute speech of introduction that they will present in class.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 3

Title: Either/Or - Introduce each other

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will present a series of options for the students and they will list these options on a sheet of paper. Do you like Coke or Pepsi? Students write down Pepsi, etc. After a number of options the students will take their sheet and partner up with another student in the class, preferably someone they have never met before. Students will use the sheet and answers on the sheet to begin conversations about each other. Students will get to know each other and create an introductory speech to present in front of the large group. Teacher may also have the students incorporate a multi-media resource to better present the individual they worked with.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 4

Title: Fear of public Speaking

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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.

Detailed Description/Instructions: Students work in group of 3-4 to research strategies to address fear of public speaking. After students have created an exhaustive list of strategies to address fear in public speaking, they work together to create a “Public Service” type of brochure and/or poster that is posted in the room throughout the semester.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2, 3

Topic 2: Background

Engaging Experience 1

Title: History of Speech

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will provide notes going over the background of public speaking. Terms that are associated with public speaking. Students will go home and find a YouTube video of some historical public speaking event. They will watch the video and give a written synopsis of the speech. Students should focus on speaker's purpose (inform, persuade, etc.), setting, and what was the motivation or reasoning for the speech. Did the speaker accomplish his/her purpose? Students will post the link for the video to the LMS discussion board where they will also post their synopsis.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Purpose of Speech

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 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.

Detailed Description/Instructions: Students will research and identify a speech of great historical significance. Students will create a multimedia presentation to present to the class to explain the 7 elements of the speech communication process (speaker, message, audience, context, feedback, interference, and channel) in relationship to the speech they identified.

Bloom's Levels: Create

Webb's DOK: 2, 3

Engaging Experience 3

Title: Types of Speech and Speaking Conversation

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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: The teacher will discuss the various types of speeches covered during the semester. Ceremonial, Impromptu, Persuasive, Informative, Demonstration, and Group Communication. After the lecture is over, students will partner up with another student and discuss some everyday scenarios in which you would have to give this type of speech. Example, student A wants to stay out past curfew. Student A would have to persuade their parent to allow them to stay out. They would have to explain why they needed to stay out later and how it was beneficial to them. Students will come up with examples for each of the types of speeches discussed in notes.

Bloom's Levels: Evaluate, Create

Webb's DOK: 1, 4

Topic 3: Elements

Engaging Experience 1

Title: Seven Elements of Communication Process

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 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: Teacher goes over notes with the students covering the different elements of the communication process/cycle. When the notes are completed, students will work in small groups to create a scenario in which communication occurs. They will identify the different parts of the communication process/cycle within their scenario. They will then create a dialogue for their individuals to have so that they can completely show the communication process/cycle in use. The teacher can consider incorporating technology into the discussion to extend the conversation beyond the classroom.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Topic 4: Structure

Engaging Experience 1

Title: Audience Adaptation and word choice

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Detailed Description/Instructions: Students will read various fairy tales from “Fractured Fairy Tales” and identify the strategic language choices made to adapt to a particular audience. This will be followed by a whole-class discussion. Next, the students will select their own fairy tale or fable to amend with strategic language/word choices for a specific audience. Students will present their stories to the class.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2, 3

Engaging Experience 2

Title: Topic Selections

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will explore a variety of methods to identify an appropriate speech topic (ex: interest inventories, brainstorming, current events). Student will create Public Speaking Journal as a method for storing and recording speech topics, ideas, etc.” Students will post their public speaking journal to a discussion board where they can reference it throughout the year.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2, 3

Engaging Experience 3

Title: Structure

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 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.

Detailed Description/Instructions: Students will read several speeches from the “Vital Speeches” publication and choose 3 to analyze. Students will analyze the speeches looking for basic structure (introduction and components, main points, transitions, and conclusion). Teacher may decide to have the students take this information and create some sort of visual presentation through multimedia resources.

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: 2, 4

Topic 5: Nonverbal

Engaging Experience 1

Title: Nonverbal Emotions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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.
- 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: Lecture over Nonverbal Communication. Students will understand the various types of nonverbal communication and how those things can benefit them in public speaking as well as the power they hold. Students will be given scenarios and asked to convey meaning in these scenarios without speaking. Students may use facial expressions, hand gestures, posture, etc. to help aid them with their communication process. Students will perform the scenarios for the whole class. Students may choose to incorporate some sort of media within their performance.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Charades

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and

clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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 be using their nonverbal skills to participate in a Charades activity. They will work in teams and use this opportunity as a competition among the class. Students will be given various words, movies, television shows, etc...

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Listening

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 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 take the listening survey to see where they rank as a listener. Teacher will lead a discussion on the various types of listening skills and types of listening. Teacher will lead a discussion on how listening is important to the communication process as well as a public speaking situation. Students will end the activity with a game of telephone. Information is given to the students and they are asked to pass it down the line. Students are to work their listening skills to see if the information stays accurate throughout the process. Teacher can lead a discussion on what we saw within the game and discuss how information can change as it is passed from source to source.

Bloom's Levels: Create, Understand

Webb's DOK: 1, 2

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 compare and contrast to presidential speeches from the past They will evaluate the speeches for key things. What style did the speaker use? What was the occasion of the speech? What was the purpose of the speech? How was the speech adjusted by the occasion? Talk about nonverbal techniques used. Students will view the videos and post to a discussion board their analysis of the two speakers or turn in a handwritten summary.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Climate in Class	Show and Tell	Students will bring two to three items from home that have some sort of value to them. Some items may have monetary value and some may have sentimental value. Students will get up in front of the class to present the information and begin the process of speaking in front of others. This should not be a formal type of speech but rather a conversation had among classmates.	1 Day
Climate in Class	Introduce Classmate	Students are randomly paired and must interview one another to create a 1-2 minute speech of introduction that they will present in class.	1 Day
Climate in Class	Either/Or - Introduce each other	The teacher will present a series of options for the students and they will list these options on a sheet of paper. Do you like Coke or Pepsi? Students write down Pepsi, etc. After a number of options the students will take their sheet and partner up with another student in the class, preferably someone they have never met before. Students will use the sheet and answers on the sheet to begin conversations about each other. Students will get to know each other and create an introductory speech to present in front of the large group. Teacher may also have the students incorporate a multi-media resource to better present their partner.	2 Days
Climate in Class	Fear of Public Speaking	Students work in group of 3-4 to research strategies to address fear of public speaking. After students have created an exhaustive list of strategies to address fear in public speaking, they work together to create a “Public Service” type of	2 Days

		brochure and/or poster that is posted in the room throughout the semester.	
Background	History of Speech	The teacher will provide notes going over the background of public speaking. Terms that are associated with public speaking. Students will go home and find a YouTube video of some historical public speaking event. They will watch the video and give a written synopsis of the speech. Students should focus on speaker's purpose (inform, persuade, etc.), setting, and what was the motivation or reasoning for the speech. Did the speaker accomplish his/her purpose? Students will post the link for the video to the LMS discussion board where they will also post their synopsis.	2 Days
Background	Purpose of Speech	Students will research and identify a speech of great historical significance. Students will create a multimedia presentation to present to the class to explain the 7 elements of the speech communication process (speaker, message, audience, context, feedback, interference, and channel) in relationship to the speech they identified.	2 Days
Background	Types of Speech and Speaking Conversation	The teacher will discuss the various types of speeches covered during the semester. Ceremonial, Impromptu, Persuasive, Informative, Demonstration, and Group Communication. After the lecture is over, students will partner up with another student and discuss some everyday scenarios in which you would have to give this type of speech. Example, student A wants to stay out past curfew. Student A would have to persuade their parent to allow them to stay out. They would have to explain why they needed to stay out later and how it was beneficial to them. Students will come up with examples for each of the types of speeches discussed in notes.	1 Day

Elements	Seven Elements of Communication Process	Teacher goes over notes with the students covering the different elements of the communication process/cycle. When the notes are completed, students will work in small groups to create a scenario in which communication occurs. They will identify the different parts of the communication process/cycle within their scenario. They will then create a dialogue for their individuals to have so that they can completely show the communication process/cycle in use. The teacher can consider incorporating technology into the discussion to extend the conversation beyond the classroom.	1 Day
Structure	Audience Adaptation and Word Choice	Students will read various fairy tales from “Fractured Fairy Tales” and identify the strategic language choices made to adapt to a particular audience. This will be followed by a whole-class discussion. Next, the students will select their own fairy tale or fable to amend with strategic language/word choices for a specific audience. Students will present their stories to the class.	2 Days
Structure	Topic Selections	Students will explore a variety of methods to identify an appropriate speech topic (ex: interest inventories, brainstorming, current events). Student will create Public Speaking Journal as a method for storing and recording speech topics, ideas, etc.” Students will post their public speaking journal to a discussion board where they can reference it throughout the year.	1 Day
Structure	Structure	Students will read several speeches from the “Vital Speeches” publication and choose 3 to analyze. Students will analyze the speeches looking for basic structure (introduction and components, main points, transitions, and conclusion). Teacher may decide to have the students take this information and create some	2 Days

		sort of visual presentation through multimedia resources.	
Nonverbal	Nonverbal Emotions	Lecture over Nonverbal Communication. Students will understand the various types of nonverbal communication and how those things can benefit them in public speaking as well as the power they hold. Students will be given scenarios and asked to convey meaning in these scenarios without speaking. Students may use facial expressions, hand gestures, posture, etc. to help aid them with their communication process. Students will perform the scenarios for the whole class. Students may choose to incorporate some sort of media within their performance.	1 Day
Nonverbal	Charades	Students will be using their nonverbal skills to participate in a Charades activity. They will work in teams and use this opportunity as a competition among the class. Students will be given various words, movies, television shows, etc.	1 Day
Nonverbal	Listening	Students will take the listening survey to see where they rank as a listener. Teacher will lead a discussion on the various types of listening skills and types of listening. Teacher will lead a discussion on how listening is important to the communication process as well as a public speaking situation. Students will end the activity with a game of telephone. Information is given to the students and they are asked to pass it down the line. Students are to work their listening skills to see if the information stays accurate throughout the process. Teacher can lead a discussion on what we saw within the game and discuss how information can change as it is passed from source to source.	1 Day

Unit 2: Research

Subject: Speech

Grade: 12

Name of Unit: Research

Length of Unit: 2 Weeks

Overview of Unit: Students will learn about the importance of research and how it helps establish credibility for a public speaker. They will have a better understanding of how they can incorporate that research into their public speaking opportunities and how to properly cite that information both written and verbally. Students will learn how to collect data and put it into a usable format for their speeches.

Priority Standards for unit:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting Standards for unit:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation to consistently engage listeners	Speak	Apply	3
Audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	3

Essential Questions:

1. How do Ethos and Logos affect your research process?
2. How do various types of research materials enhance public speaking?
3. Why do we need to use citations both in written and oral format in public speaking situations?

Enduring Understanding/Big Ideas:

1. At the end of the course students will have a better understanding of reliable vs. unreliable sources as they pertain to various types of speeches. Students will also be able to use those resources to support their thesis statement.
2. At the end of the course students will be able to evaluate the validity and usefulness of research sources for timeliness, accuracy, relevance, credibility, bias, and propaganda for implementation in their presentations.
3. Students will be able to verbally cite sources within a speech. Students will be able to create works cited pages for the sources used within that speech.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Citations ● Fact Cards ● Outline ● Outline 	<ul style="list-style-type: none"> ● Credibility ● Ethos ● Logic ● Logos

<ul style="list-style-type: none">● Source Cards● Statistics● Testimony● Visual Aids● Works Cited	<ul style="list-style-type: none">● Verbal Citations
-----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------

Resources for Vocabulary Development: Art of Public Speaking, 6th Edition, by Stephen Lucas

Topic 1: Foundations

Engaging Experience 1

Title: Foundations - Ted Talk

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Have the students view various example speeches from the TED Talks website and then identify and discuss ways in which speakers established their Ethos and Logos and how they showed Pathos. The teacher can choose to have students discuss their findings in small groups and present to class or as individuals.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Foundations - Commercials/ Advertisement

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students view various advertisements from past Super Bowls and various magazines to identify different ways in which Ethos, Pathos, and Logos are used in print ads and commercials. For example, the students watch the 9-11 Clydesdale commercial, ran during the super bowl, and identify the ways in which Ethos, Pathos, and Logos

were used even though the commercial did not have any words. Students will then identify a commercial they want to improve and describe how they would make it better.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Foundations - Public Speaking Situations

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: Students apply Ethos, Logos, and Pathos to current public speaking events. Students will individually seek out a public speaking experience such as public meetings, public speakers, political debates, or ceremonies. After viewing the public speaking situation, they will apply Ethos, Logos, and Pathos to that speaking situation and be prepared to discuss in class.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Types

Engaging Experience 1

Title: Types - Interview

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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.

Detailed Description/Instructions: Students will think about what needs to be accomplished in an interview and create questions for said interview. Students will identify what is known, what needs to be known and use those resources to form the questions. Students will explore how interviews have changed, are changing and predict what they may look like in the future.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Types - Public Addresses

Suggested Length of Time: 2 Days, Revisited later in semester

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: Students will identify different types of research that current public speakers incorporate in their authentic presentations. For example, students will view real-world speeches that occur in the school, are televised nationally, and published on various

internet sites and live presentations given in the community. Students will discuss their findings in small group or large group setting.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Types - Research in Speeches

Suggested Length of Time: 2 Days, Revisited throughout semester

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Detailed Description/Instructions: Students will use research to create a rough draft of a speech and then work in small groups to explain why various types of research were employed throughout the speech. For example, if a statistic was used as a method of support the author of the speech is able to explain why that method was chosen over other types of support material.

Bloom's Levels: Create

Webb's DOK: 3

Topic 3: Documentation

Engaging Experience 1

Title: Documentation - Verbal Citations

Suggested Length of Time: 2 Days, Revisited throughout the semester

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students research topics and explore the various ways in which they can verbally cite their information to increase credibility with the audience. For example, students correctly introduce a source with the correct amount of information to make it credible. Students will begin to apply this information to some example openings of their speeches.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Documentation - Written Citations

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and,

when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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 work in groups to complete activities that ask them to identify and complete correct citations from various sources. Students may incorporate the use of a citing website to aid them in their work.

Bloom's Levels: Create

Webb's DOK: 2

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 work with teacher given information to identify important facts/details from that information. Students will then take those facts/details and create example fact cards. They will also take the source information and create example source cards. The challenge to the students would be to identify what is important to a topic and what is not.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Foundations	Foundations - Ted Talk	Have the students view various example speeches from the TED Talks website and then identify and discuss ways in which speakers established their Ethos and Logos and how they showed Pathos. The teacher can choose to have students discuss their findings in small groups and present to class or as individuals.	2 Days
Foundations	Foundations - Commercials/ Advertisement	Students view various advertisements from past Super Bowls and various magazines to identify different ways in which Ethos, Pathos, and Logos are used in print ads and commercials. For example the students watch the 9-11 Clydesdale commercial, ran during the super bowl, and identify the ways in which Ethos, Pathos, and Logos were used even though the commercial did not have any words. Students will then identify a commercial they want to improve and describe how they would make it better.	2 Days
Foundations	Foundations - Public Speaking Situations	Students apply Ethos, Logos, and Pathos to current public speaking events. Students will individually seek out a public speaking experience such as public meetings, public speakers, political debates, or ceremonies. After viewing the public speaking situation they will apply Ethos, Logos, and Pathos	2 Days

		to that speaking situation and be prepared to discuss in class.	
Types	Types - Interview	Students will think about what needs to be accomplished in an interview and create questions for said interview. Students will identify what is known, what needs to be known and use those resources to form the questions. Students will explore how interviews have changed, are changing and predict what they may look like in the future.	2 Days
Types	Types - Public Addresses	Students will identify different types of research that current public speakers incorporate in their authentic presentations. For example, students will view real-world speeches that occur in the school, are televised nationally, and published on various internet sites and live presentations given in the community. Students will discuss their findings in small group or large group setting.	2 Days, Revisited later in semester
Types	Types - Research in Speeches	Students will use research to create a rough draft of a speech and then work in small groups to explain why various types of research were employed throughout the speech. For example, if a statistic was used as a method of support the author of the speech is able to explain why that method was chosen over other types of support material.	2 Days, Revisited throughout semester
Documentation	Documentation - Verbal Citations	Students research topics and explore the various ways in which they can verbally cite their information to increase credibility with the audience. For example, students correctly introduce a source with the correct amount of	2 Days, Revisited throughout the semester

		information to make it credible. Students will begin to apply this information to some example openings of their speeches.	
Documentation	Documentation - Written Citations	Students work in groups to complete activities that ask them to identify and complete correct citations from various sources. Students may incorporate the use of a citing website to aid them in their work.	1 Day

Unit 3: Informative

Subject: Speech

Grade: 12

Name of Unit: Informative Speech

Length of Unit: 4 Weeks

Overview of Unit: Students will gain a better understanding of an informative speech about an object, event, concept, or process. Students will gain a better understanding of research and how it can benefit your informative speech. Students will have a better understanding of how to create an outline and understand the various types of organizational patterns that can be used with the outline (spatial, topical, chronological, and cause and effect).

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting Standards for unit:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.
- 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
With peers to promote civil, democratic discussions and decision-making	Work	Apply	2
With peers to set clear goals and deadlines	Work	Apply	2
With peers to establish individual roles as needed	Work	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation to consistently engage listeners	Speak	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	2
A speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence	Delineate	Analyze	3

A hearing for a full range of positions on a topic or issue	Ensure	Apply	2
Ideas and conclusions	Clarify	Understand	2
Ideas and conclusions	Verify	Understand	2
Ideas and conclusions	Challenge	Understand	2
Divergent perspectives	Promote	Understand	2
Creative perspectives	Promote	Understand	2
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Plan	Apply	3
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Deliver	Apply	3

Essential Questions:

1. Why do we give informative speeches?
2. How does organization affect the outcome of an informative speech?
3. How do visual aids enhance a process speech?

Enduring Understanding/Big Ideas:

1. At the end of the course students will be able to construct a non-biased speech thesis, support that thesis, and deliver a speech in a non-biased manner with the sole purpose being to give the audience information about their topic.
2. Students will be able to use a variety of organizational types to express their ideas to their audience to be a more effective speaker.
3. Students will give clear and concise multi-step oral directions to perform complex procedures and/or tasks through the use of visual aids.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Analyze● Citations● Demonstration● Informative● Multimedia● Outline● Research● Technology● Visual Aids● Works Cited	<ul style="list-style-type: none">● Cause and Effect Organization● Chronological Organization● Spatial Organization● Speech about Concept● Speech about Event● Speech about Object● Speech about Process● Topical Organization

Resources for Vocabulary Development: Art of Public Speaking, 6th Edition, by Stephen Lucas

Topic 1: Types

Engaging Experience 1

Title: Informative Types

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- 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 take out a notecard and identify 3 nouns and write them on the card. The cards are then collected by the teacher and passed out randomly. The students then have to write thesis statements for those terms for a type of informative speech. Example would be a process, event, object, or concept thesis statement for the words pig, car, and football. In today’s speech I will be showing you the basic fundamentals of playing the tight end position in football.

Bloom’s Levels: Create, Evaluate

Webb’s DOK: 3, 2

Engaging Experience 2

Title: Past Examples

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 view an informative speech from past courses. They will view the speech and discuss what makes the speech an informative process, topic, event, or concept. If no past examples are available, the videos should be pulled from internet sources. Students will be able to differentiate between the types of informative speeches and determine which approach is best suited for a specific informative topic. Teacher may elect for the students to watch the videos at home and come back to class prepared to discuss.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Topic 2: Organizational Methods

Engaging Experience 1

Title: Outlines

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students are to research their various topic for their informative speech. Once their research is complete they will begin the process of creating an outline for their speech. To give them experience in various types of organization they will create two different outlines for their topic. They will choose from the types of organizational patterns associated with Informative Topics. Spatial, Topical, Chronological, and Cause and Effect. The student will select the most effective outline and use it as a basis for an informative speech.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Employing Organization

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

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

- 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: Using previously created topic note cards, students will pick a topic card and develop a hypothetical topic and main points and apply various methods of organization. They will summarize and defend their choices for the hypothetical situation in front of the class. The teacher could have students create a multimedia project to better explain the activity. Example: Topic: pigs, Type of Information speech: object, Methods of organization: topical - 3 different types of pigs, chronological - lifecycle of a pig, spatial - different parts of the pig, etc.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 3: Demonstration

Engaging Experience 1

Title: How-To Shows

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will view a variety of how-to shows (cooking, DIY gardening, etc.) to explain and evaluate how the incorporation of visual aids impacts the message. For example, the students may watch a cooking show and acknowledge that a printed copy of the recipe would aid in retention as opposed to just viewing the steps. Students may work in small groups to discuss their findings.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Explore Various Technologies

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- 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 explore various technology avenues (i.e. Prezi, PowerPoint, etc.). Students will take information and use at least two of the avenues to present the same information to determine which program is more user friendly and well received by the audience.

Bloom's Levels: Create; **Webb's DOK:** 1

Board Approved: March 31, 2016

Board Approved with Revisions: February 22, 2018

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 perform two Engaging Scenarios for this unit. The first will be an Informative Speech. The teacher has the option to use a visual aid with this speech. Students will research a topic. Students will create fact cards, and works cited information for their research. Once research is complete, students will use that research to create an outline and organizational pattern for their speech. Students will create a speech and practice the speech before performing the speech in front of the class.

The second scenario will be an Informative Speech about a process. Students will think of a skill that can be shown to the class. Students will prepare an outline listing out the chronological steps that go with the skill. Students will practice and perform the speech in front of the class. The speeches will vary between 5-10 minutes.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types	Informative Types	Students take out a notecard and identify 3 nouns and write them on the card. The cards are then collected by the teacher and passed out randomly. The students then have to write thesis statements for those terms for a type of informative speech. Example would be a process, event, object, or concept thesis statement for the words pig, car, and football. In today's speech I will be showing you the basic fundamentals of playing the tight end position in football.	1 Day
Types	Past Examples	Students will view an informative speech from past courses. They will view the speech and discuss what makes the speech an informative process, topic, event, or concept. If no past examples are available, the videos should be pulled from internet sources. Students will be able to differentiate between the types of informative speeches and determine which approach is best suited for a specific informative topic. Teacher may elect for the students to watch the videos at home and come back to class prepared to discuss.	2 Days
Organization Method	Outlines	Students are to research their various topic for their informative speech. Once their research is complete they will begin the process of creating an outline for their speech. To give them	4 Days

		<p>experience in various types of organization they will create two different outlines for their topic. They will choose from the types of organizational patterns associated with Informative Topics. Spatial, Topical, Chronological, and Cause and Effect.</p> <p>The student will select the most effective outline and use it as a basis for an informative speech.</p>	
Organization Method	Employing Organization	<p>Using previously created topic note cards, students will pick a topic card and develop a hypothetical topic and main points and apply various methods of organization. They will summarize and defend their choices for the hypothetical situation in front of the class. The teacher could have students create a multimedia project to better explain the activity.</p>	1 Day
Demonstration	How To Shows	<p>Students will view a variety of how-to shows (cooking, DIY gardening, etc.) to explain and evaluate how the incorporation of visual aids impacts the message. For example, the students may watch a cooking show and acknowledge that a printed copy of the recipe would aid in retention as opposed to just viewing the steps. Students may work in small groups to discuss their findings.</p>	2 Days
Demonstration	Explore Various Technologies	<p>Students will explore various technology avenues (i.e. Prezi, PowerPoint, etc.). Students will take information and use at least two of the avenues to present the same information to determine which program is more user friendly and well received by the audience.</p>	2 Days

Unit 4: Persuasive

Subject: Speech

Grade: 12

Name of Unit: Persuasive

Length of Unit: 4 Weeks

Overview of Unit: Students will understand and be able to identify methods of persuasion in real-world contexts (speeches, advertising, etc.). Students will be able to apply persuasive techniques in their own persuasive speech for a specific audience.

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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.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
With peers to promote civil, democratic discussions and decision-making	Work	Apply	2
With peers to set clear goals and deadlines	Work	Apply	2
With peers to establish individual roles as needed	Work	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation to consistently engage listeners	Speak	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	2

A speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence	Delineate	Analyze	3
A hearing for a full range of positions on a topic or issue	Ensure	Apply	2
Ideas and conclusions	Clarify	Understand	2
Ideas and conclusions	Verify	Understand	2
Ideas and conclusions	Challenge	Understand	2
Divergent perspectives	Promote	Understand	2
Creative perspectives	Promote	Understand	2
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Plan	Apply	3
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Deliver	Apply	3

Essential Questions:

1. Why do we give persuasive speeches?
2. How do speakers use logic and audience appeals in arguments?
3. How do you assess the relevance and credibility of bias information?
4. How is someone persuaded?

Enduring Understanding/Big Ideas:

1. At the end of the course students will be able to construct a biased thesis statement, support that thesis, and deliver a speech in a biased manner with the purpose of convincing the audience to change their opinion, idea, and belief on a certain topic.
2. Students will be able to use details from text to - analyze and evaluate the logic, reasonableness, and audience appeal of arguments in texts.
3. At the end of the course students will be able to locate and use multiple primary and secondary sources to - select relevant and credible information - evaluate reliability of information - evaluate reliability of sources and apply said information to their topic.
4. Students will be able to use a variety of persuasive methodologies in order to influence a fact, value, or policy.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Credibility● Ethos● Fallacy● Logos● Pathos● Propaganda● Support Material	<ul style="list-style-type: none">● Question of Fact● Question of Policy● Question of Value

Resources for Vocabulary Development: The Art of Public Speaking 6th Edition

Topic 1: Types

Engaging Experience 1

Title: Types of Persuasive Speeches

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

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.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 work in small groups and are given several types of persuasive speech types/questions written on notecards and must categorize each type of persuasive speech. Students then review other groups' categorizations and amend their own categories accordingly and then report and defend their findings to the class.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Types of Persuasive Speeches

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will view two to three YouTube videos or videos of previous student speeches. They will discuss whether or not the speech was one of Fact, Value, or Policy. They will discuss in small groups what each speech was and what made it a speech of Fact, Value, or Policy. They will then present the information to the class. The final step in the process would be the ability to identify what their topic fits under for their persuasive speech.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Type of Persuasive Speech

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 work in small groups to create questions of fact, value, and policy over current political, state, national, or worldly events. They will then work with their small group to present their various questions to the audience. Through this they will be able to show an understanding of various types of persuasive speeches and have the ability to create questions/thesis statements for those various questions. First day students would research events and discuss among their small groups. Second day present findings to the class and discuss among the whole class.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Thinking Methods

Engaging Experience 1

Title: Current Events Showing Need

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 a current event state, nationally, or worldly that has a call to action. The 1st day will require the students to research the current event to understand the problem. They will look at that problem and identify the facts of the situation that will thus prove there is a Need for a change. Students will be able to present their information to small and large group settings.

Bloom's Levels: Apply, Evaluate, Create, Understand, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Current Events Showing a Plan

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- 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 have already spent time researching and identifying needs for a particular current event. This second activity will require them to identify a Plan for how to change and fix the Need that currently exists. Their plan should address the need without creating greater problems. Students should look at how the plan specifically addresses the need and whether or not it will cause more problems within the situation. An example may be that there are racial tensions on a college campus. They have already shown a Need for change, now they will come up with a reasonable plan to fix the situation.

Bloom's Levels: Create, Apply

Webb's DOK: 1, 3

Engaging Experience 3

Title: Current Event Practicality

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- 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.

Detailed Description/Instructions: Students will work within their small groups for their third activity with current events to assess the practicalities of their plan they proposed. Students have shown a Need for a change, created a plan for that change, and now they will present their findings to a large group setting. This will be an opportunity to look and call into question the merits of the plan that is going to be put into place. Students will do a multimedia presentation or other visual aid program. This will allow the students to incorporate a visual aid into their public speaking. When the class evaluates the plan for each small group they may choose to use a plus/delta model to identify the positives and negatives of the plan.

Bloom's Levels: Evaluate, Create

Webb's DOK: 1, 3

Topic 3: Qualities

Engaging Experience 1

Title: Ethos, Pathos, Logos

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will be working with Infomercials/ Commercials to identify Ethos, Pathos, and Logos. The teacher may choose to show YouTube videos of real Infomercials or could also choose to use past student examples of infomercials. Before looking at the commercials for Ethos, Pathos, Logos, the teacher will lecture and give notes on the three elements of persuasion. Students will then take that information and apply it toward the infomercial they are viewing. How does the salesman or company establish/show Ethos (credibility) with their product? How does the salesman, company, or product establish/ show Pathos (Emotion/Passion) for their product? How does the salesman, company, or product establish/show Logos (Logic) for their product or company?

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 2, 4

Engaging Experience 2

Title: Sales Speech

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to

enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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 take their knowledge of Ethos, Pathos, and Logos and use it to create their own infomercial. Individually, students will create a sales pitch for a product. They may choose to use an existing product in the field or create a new product, never before seen or used. In class or outside of class, students will work to create a 1 to 2-minute commercial selling their product. Students could also present the information in an informal speech to the class. Students should focus on their Ethos, Pathos, and Logos in creating the commercial and selling the product.

Bloom's Levels: Create, Apply

Webb's DOK: 1, 3

Topic 4: Theories

Engaging Experience 1

Title: Cognitive Dissonance

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.
- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students will use the ideas of Cognitive Dissonance to create a brief speech about an issue. Students will create doubt with the audience or consumer and give them a way to get rid of that doubt. For instance, we all feel safe in our town or city until we understand how much crime there is in the city. The idea that we are not safe anymore creates dissonance or doubt and we have to find a way to fix it and get back to that safe feeling. Here is where the persuasion comes in and the students will create a way to fix their problem. They will start with outlining this plan on a piece of paper and work up to creating a short 2-3-minute speech about what the problem is, why/ how it is affecting you and how to fix it.

Bloom’s Levels: Apply, Evaluate

Webb’s DOK: 2, 3, 4

Engaging Experience 2

Title: Persuasive Techniques

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will provide notes over Persuasive Techniques that you can use within persuasion. Students will view commercials and listen to speeches to identify the different techniques used and how they were used within the speeches and commercials.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Engaging Experience 3

Title: Audience Needs

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will discuss Audience Needs that can be used within persuasion. Students will view commercials and listen to speeches to identify the different audience needs addressed and how they were addressed within the speeches and/or commercials. This will allow the students to take a deeper look at how people are motivated to change. What drives someone to be persuaded and make changes?

Bloom's Levels: Apply

Webb's DOK: 2, 3

Topic 5: Line of Reasoning

Engaging Experience 1

Title: Line of Reasoning/Propaganda

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will view a variety of commercials and identify the propaganda technique employed. After viewing the commercials, students will incorporate the think-pair-share strategy to share their findings. Students will then work in pairs and be given a propaganda type to find in other print or video commercials that were not viewed in class. In a multimedia presentation, students will then define the type of propaganda they explored and share the examples they found with the class.

Bloom's Levels: Evaluate, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Line of Reasoning

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will view a variety of historic as well as contemporary political speeches/debates during which they identify the line of reasoning employed by the speaker. After having shared and supported their findings in a whole-class discussion, students will work in small groups and develop their own line of reasoning to counter the arguments presented in the speeches and present those arguments in class. For example, students may view a speech by Donald Trump and identify his line of reasoning. Then, using their own line of reasoning, they will create arguments to counter his.

Bloom's Levels: Analyze, Create

Webb's DOK: 1, 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 identify a topic, research that topic, and present a persuasive speech. Students will speak from 5-10 minutes about a certain topic. They will be able to identify if the topic is one of Fact, Value, or Policy. They will create a Thesis for that topic. They will identify three main points in support of the topic. They will create an outline and works cited page for the topic. They will incorporate verbal citations when presenting their information. Students will incorporate and focus on their Ethos, Pathos, and Logos while researching and presenting their information. Over the course of the speech, students should identify a Need, a Plan to fix that need, and be able to show the Practicality of that Plan.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types	Types of Persuasive Speeches	<p>Students work in small groups and are given several types of persuasive speech types/questions written on notecards and must categorize each type of persuasive speech. Students then review other groups' categorizations and amend their own categories accordingly and then report and defend their findings to the class.</p>	1 Day
Types	Types of Persuasive Speeches	<p>Students will view two to three YouTube videos or videos of previous student speeches. They will discuss whether or not the speech was one of Fact, Value, or Policy. They will discuss in small groups what each speech was and what made it a speech of Fact, Value, or Policy. They will then present the information to the class. The final step in the process would be the ability to identify what their topic fits under for their persuasive speech.</p>	1 Day
Types	Type of Persuasive Speech	<p>Students will work in small groups to create questions of fact, value, and policy over current political, state, national, or worldly events. They will then work with their small group to present their various questions to the audience. Through this they will be able to show an understanding of various types of persuasive speeches and have the ability to create questions/thesis statements for those various questions. First day students would research events and discuss among their small groups. Second day present findings t</p>	2 Days

Thinking Methods	Current Events Showing Need	<p>Students will identify a current event state, nationally, or worldly that has a call to action.</p> <p>The 1st day will require the students to research the current event to understand the problem. They will look at that problem and identify the facts of the situation that will thus prove there is a Need for a change. Students will be able to present their information to small and large group settings.</p>	1 Day
Thinking Methods	Current Events Showing a Plan	<p>Students have already spent time researching and identifying needs for a particular current event. This second activity will require them to identify a Plan for how to change and fix the Need that currently exists. Their plan should address the need without creating greater problems. Students should look at how the plan specifically addresses the need and whether or not it will cause more problems within the situation. An example may be that there are racial tensions on a college campus. They have already shown a Need for change, now they will come up with a reasonable plan to fix the situation.</p>	1 Day
Thinking Methods	Current Event Practicality	<p>Students will work within their small groups for their third activity with current events to assess the practicalities of their plan they proposed. Students have shown a Need for a change, created a plan for that change, and now they will present their findings to a large group setting. This will be an opportunity to look and call into question the merits of the plan that is going to be put into place. Students will do a multimedia presentation or other visual aid program. This will allow the students to incorporate a visual aid into their public speaking. When the class evaluates the plan for each small group they may choose to</p>	1 Day

		use a plus/delta model to identify the positives and negatives of the plan.	
Qualities	Ethos, Pathos, Logos	Students will be working with Infomercials/Commercials to identify Ethos, Pathos, and Logos. The teacher may choose to show YouTube videos of real Infomercials or could also choose to use past student examples of infomercials. Before looking at the commercials for Ethos, Pathos, Logos, the teacher will lecture and give notes on the three elements of persuasion. Students will then take that information and apply it toward the infomercial they are viewing. How does the salesman or company establish/show Ethos (credibility) with their product? How does the salesman, company, or product establish/ show Pathos (Emotion/Passion) for their product? How does the salesman, company, or product establish/show Logos (Logic) for their product or company?	1 Day
Qualities	Sales Speech	Students will take their knowledge of Ethos, Pathos, and Logos and use it to create their own infomercial. Individually, students will create a sales pitch for a product. They may choose to use an existing product in the field or create a new product, never before seen or used. In class or outside of class, students will work to create a 1 to 2-minute commercial selling their product. Students could also present the information in an informal speech to the class. Students should focus on their Ethos, Pathos, and Logos in creating the commercial and selling the product.	5 Days
Theories	Cognitive Dissonance	Students will use the ideas of Cognitive Dissonance to create a brief speech about an issue. Students will create doubt with the audience or consumer and give them a way to	1 Day

		<p>get rid of that doubt. For instance, we all feel safe in our town or city until we understand how much crime there is in the city. The idea that we are not safe anymore creates dissonance or doubt and we have to find a way to fix it and get back to that safe feeling. Here is where the persuasion comes in and the students will create a way to fix their problem. They will start with outlining this plan on a piece of paper and work up to creating a short 2-3-minute speech about what the problem is, why/ how it is affecting you and how to fix it.</p>	
Theories	Persuasive Techniques	The teacher will provide notes over Persuasive Techniques that you can use within persuasion. Students will view commercials and listen to speeches to identify the different techniques used and how they were used within the speeches and commercials.	1 Day
Theories	Audience Needs	The teacher will discuss Audience Needs that can be used within persuasion. Students will view commercials and listen to speeches to identify the different audience needs addressed and how they were addressed within the speeches and/or commercials. This will allow the students to take a deeper look at how people are motivated to change. What drives someone to be persuaded and make changes?	1 Day
Line of Reasoning	Line of Reasoning/ Propaganda	Students will view a variety of commercials and identify the propaganda technique employed. After viewing the commercials, students will incorporate the think-pair-share strategy to share their findings. Students will then work in pairs and be given a propaganda type to find in other print or video commercials that were not viewed in class. In a multimedia presentation, students will then define the type of propaganda they explored	1 Day

		and share the examples they found with the class.	
Line of Reasoning	Line of Reasoning	Students will view a variety of historic as well as contemporary political speeches/debates during which they identify the line of reasoning employed by the speaker. After having shared and supported their findings in a whole-class discussion, students will work in small groups and develop their own line of reasoning to counter the arguments presented in the speeches and present those arguments in class. For example, students may view a speech by Donald Trump and identify his line of reasoning. Then, using their own line of reasoning, they will create arguments to counter his.	2 Days

Unit 5: Group Communication

Subject: Speech

Grade: 12

Name of Unit: Group Communication

Length of Unit: 3 Weeks

Overview of Unit: Students will understand the importance, relevance, and significance of small group communication. They will apply theories and strategies of small group communication in their own small group project.

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting Standards for unit:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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 - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
With peers to promote civil, democratic discussions and decision-making	Work	Apply	2
With peers to set clear goals and deadlines	Work	Apply	2
With peers to establish individual roles as needed	Work	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation to consistently engage listeners	Speak	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	2
A speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence	Delineate	Analyze	3
A hearing for a full range of positions on a topic or issue	Ensure	Apply	2
Ideas and conclusions	Clarify	Understand	2
Ideas and conclusions	Verify	Understand	2

Ideas and conclusions	Challenge	Understand	2
Divergent perspectives	Promote	Understand	2
Creative perspectives	Promote	Understand	2
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Plan	Apply	3
Appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance the understanding of findings, reasoning, and evidence, and to add interest in conveying a clear and distinct perspective	Deliver	Apply	3

Essential Questions:

1. How does communication differ depending on subject, media, and feedback?
2. Why is it important to evaluate the messages of other speakers?
3. How does group communication function?

Enduring Understanding/Big Ideas:

1. The students will participate in discussions and presentations, - create concise presentations on a variety of topics - incorporate appropriate media or technology - respond to feedback - defend ideas - demonstrate poise and self-control.
2. Students will be able to listen and evaluate their own and others' effectiveness in presentations and group discussions, using provided criteria - to evaluate the validity and reliability of speakers' messages.
3. Students will be able to work in a variety of group settings identifying agendas, policies, and norms of the group. Students will create roles and maintain those roles in their group and will be able to better deal with conflict resolution within the group.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Problem-solving● Leadership	<ul style="list-style-type: none">● Consensus● Hidden Agenda● Maintenance Needs● Procedural Needs● Reflective Thinking Method● Round-Table● Symposium● Task Needs

Resources for Vocabulary Development: Art of Public Speaking, 6th Edition, by Stephen Lucas

Topic 1: Types of Leadership

Engaging Experience 1

Title: 12 Angry Men

Suggested Length of time: 3 Days

Standards Addressed:

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will view the movie “12 Angry Men.” They will then work as a group to identify the various types of leadership exemplified throughout the movie and, using a plus/delta chart, identify the effectiveness/ineffectiveness of each type of leadership. They will share their findings with the class.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2, 3

Engaging Experience 2

Title: Kinds of Leadership

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

Detailed Description/Instructions: The teacher will provide notes describing the four different kinds of small group leadership. Students will break up into small groups of their own and discuss the different kinds of leadership and use a plus/delta model for identifying the positives and possible drawbacks to each kind of leadership. Students will then look at specific situations that they have been in themselves and identify the types of leadership displayed in their situation and the positives or negatives that resulted in that type of leadership.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Functions of Leadership

Engaging Experience 1

Title: Lost on the Moon

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

Detailed Description/Instructions: Student will individually complete the NASA “Lost on the Moon” worksheet which asks them to rank a list of items based on importance if they were lost on the moon. After completing the worksheet individually, they will meet in a random small group, discuss their answers and then come to a consensus ranking of the items. Students will then be given the “correct” answers and justifications based on the NASA activity.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2

Title: Have a Heart

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to

enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

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.

Detailed Description/Instructions: Students will begin the process of working in a group by participating in this activity. Students will divide up into small groups of 3-4 students. They will be presented with information about six possible candidates for a heart replacement. Before they meet the possible candidates, they will identify the wants and desires of the group. What are the important details in making this decision? What will be there criteria in making this decision? How will they determine a final decision for their group? Groups should also set a short agenda on what they want to do first, second, third, etc. Groups will then meet the candidates and begin to evaluate each candidate based on the criteria they deemed to be important in the decision-making process. The Maintenance of the need will be very important in this setting as all members need to be heard and have their opinions valued. After each member has had an opportunity to speak, groups will determine who the heart will go to and why. Be able to present their reasoning and selection to the rest of the class at the end of the block.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Argumentation

Engaging Experience 1

Title: Conflict Resolution

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

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.

Detailed Description/Instructions: Students will be presented with an example of a group's situation and have to identify a way in which they would deal with it. For example, you are in school working in a small group and one member of your group does not participate fully. The student will think and identify how they may deal with that particular student and particular situation. Groups will present their solution to the class.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Agree/ Disagree

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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.

Detailed Description/Instructions: Students will fill out note cards and write topics/questions of discussion for the class. The topics can be controversial in nature and will provide the rest of the class with the opportunity to agree or disagree with that topic/question. The teacher will read the question/topic out loud and students will move to one of the four corners of the room; Agree, Disagree, Strongly Agree, Strongly Disagree. From this point students will be able to discuss what their agreements and disagreements as well as why they feel the way they do. This will allow for an open discussion and peaceful argumentation among the group.

Bloom's Levels: Understand, Evaluate, Analyze

Webb's DOK: 2, 3, 4

Topic 4: Analysis

Engaging Experience 1

Title: Self-Analysis Surveys

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest in conveying a clear and distinct perspective.

Supporting:

- 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 complete both “Acceptance of Others Scale” and “Index of Peer Relations” (William F. Fey) and use the findings to assess their own strengths/weaknesses as a small group communicator. They will summarize their findings and report back to the class.

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3, 4

Engaging Experience 2

Title: Small Group Observation

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students will attend a small group meeting of which they are NOT an active participant either in the school building or community (ex: board meeting, department meeting, committee meeting for extracurricular organization) and identify the strengths and weaknesses of the group. Students will report their findings to the class.

Bloom’s Levels: Analyze, Create; **Webb’s DOK:** 3, 4

Engaging Experience 3

Title: Socratic Seminar

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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.

Detailed Description/Instructions: Students will participate in a large group discussion over the Balanced Scorecard for their respective high school. You could have the principal come in to meet with your class prior, to discuss the Balanced Scorecard, or the teacher can discuss and explain the information themselves. Students will take turns speaking about the various parts of the Balanced Scorecard. Students should be respectful of each other's opinions and make sure to not incite arguments but to constructively look at other people's opinions to fully understand those opinions.

Bloom's Levels: Analyze

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 work in small groups to present information about a topic, such as small group speaking. The teacher may choose to have the students present on Balanced Scorecard, Newscast, Conspiracy Theories, and Philanthropic project, within the community or Movie Project - teacher's choice. Students should set agendas for their group, have a calendar in place for their group, come up with roles for the group, possibly incorporate technology into their presentation, research their topic, work together to put a presentation together, present to large group.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types of Leadership	12 Angry Men	Students will view the movie “12 Angry Men.” They will then work as a group to identify the various types of leadership exemplified throughout the movie and, using a plus/delta chart, identify the effectiveness/ineffectiveness of each type of leadership. They will share their findings with the class.	1 Day
Types of Leadership	Kinds of Leadership	The teacher will provide notes describing the four different kinds of small group leadership. Students will break up into small groups of their own and discuss the different kinds of leadership and use a plus/delta model for identifying the positives and possible drawbacks to each kind of leadership. Students will then look at specific situations that they have been in themselves and identify the types of leadership displayed in their situation and the positives or negatives that resulted in that type of leadership.	1 Day
Functions of Leadership	Lost on the Moon	Student will individually complete the NASA “Lost on the Moon” worksheet which asks them to rank a list of items based on importance if they were lost on the moon. After completing the worksheet individually, they will meet in a random small group, discuss their answers and then come to a consensus ranking of the items. Students will then be given the	1 Day

		“correct” answers and justifications based on the NASA activity.	
Functions of Leadership	Have a Heart	Students will begin the process of working in a group by participating in this activity. Students will divide up into small groups of 3-4 students. They will be presented with information about six possible candidates for a heart replacement. Before they meet the possible candidates, they will identify the wants and desires of the group. What are the important details in making this decision? What will be there criteria in making this decision? How will they determine a final decision for their group? Groups should also set a short agenda on what they want to do first, second, third, etc. Groups will then meet the candidates and begin to evaluate each candidate based on the criteria they deemed to be important in the decision-making process. The Maintenance of the need will be very important in this setting as all members need to be heard and have their opinions valued. After each member has had an opportunity to speak, groups will determine who the heart will go to and why. Be able to present their reasoning and selection to the rest of the class at the end of the block.	1 Day
Argumentation	Conflict Resolution	Students will be presented with an example of a group’s situation and have to identify a way in which they would deal with it. For example, you are in school working in a small group and one member of your group does not participate fully. The student will think and identify how they may deal with that particular student	1 Day

		and particular situation. Groups will present their solution to the class.	
Argumentation	Agree/Disagree	Students will fill out note cards and write topics/questions of discussion for the class. The topics can be controversial in nature and will provide the rest of the class with the opportunity to agree or disagree with that topic/question. The teacher will read the question/topic out loud and students will move to one of the four corners of the room; Agree, Disagree, Strongly Agree, Strongly Disagree. From this point students will be able to discuss what their agreements and disagreements as well as why they feel the way they do. This will allow for an open discussion and peaceful argumentation among the group.	1 Day
Analysis	Self-Analysis Surveys	Students will complete both “Acceptance of Others Scale” and “Index of Peer Relations” (William F. Fey) and use the findings to assess their own strengths/weaknesses as a small group communicator. They will summarize their findings and report back to the class.	1 Day
Analysis	Small Group Observation	Students will attend a small group meeting of which they are NOT an active participant either in the school building or community (ex: board meeting, department meeting, committee meeting for extracurricular organization) and identify the strengths and weaknesses of the group. Students will report their findings to the class.	1 Day
Analysis	Socratic Seminar	Students will participate in a large group discussion over the Balanced Scorecard for their respective high school. You	1 Day

		<p>could have the principal come in to meet with your class prior, to discuss the Balanced Scorecard, or the teacher can discuss and explain the information themselves. Students will take turns speaking about the various parts of the Balanced Scorecard. Students should be respectful of each other's opinions and make sure to not incite arguments but to constructively look at other people's opinions to fully understand those opinions.</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Unit 6: Entertain and Special Occasion

Subject: Speech

Grade: 12

Name of Unit: Entertain/ Special Occasion

Length of Unit: 2 Weeks

Overview of Unit: Students will understand the purpose of speech as a socially normative function and its role and function at ceremonies and celebrations.

Priority Standards for unit:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting Standards for unit:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ways that leverage the power of technological methods to develop and test 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.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation to consistently engage listeners	Speak	Apply	2
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	2
A speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence	Delineate	Analyze	3
A hearing for a full range of positions on a topic or issue	Ensure	Apply	2
Ideas and conclusions	Clarify	Understand	2
Ideas and conclusions	Verify	Understand	2
Ideas and conclusions	Challenge	Understand	2
Divergent perspectives	Promote	Understand	2
Creative perspectives	Promote	Understand	2

Essential Questions:

1. Why is being able to speak extemporaneously an important skill?
2. Why do students need to be able to write a ceremonial speech?
3. How can a student incorporate acting skills into their presentations?

Enduring Understanding/Big Ideas:

1. At the end of the course students will be able to deliver a speech extemporaneously. Students will be able to create and deliver a speech over various, random topics, with little or no preparation time. Students will be able to use skills of creating a thesis, main points, outline for the purpose of this extemporaneous speech.
2. At the end of the course students will be able to construct a speech for a Ceremonial type of event. They will be able to write various speeches for various celebratory situations.
3. At the end of the course students will be able to combine acting with reading as they interpret another's published piece of writing. They will be able to show a wide variety of emotions while speaking, understanding how their non-verbal techniques contribute to the overall speech experience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">● Ceremonial● Commemorative Speech● Impromptu● Speech of Introduction● Toasts

Resources for Vocabulary Development: Art of Public Speaking, 6th Edition, by Stephen Lucas

Topic 1: Types

Engaging Experience 1

Title: Oral Interpretation

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students view video clips of national forensic HI competitions. They will also view Poetry Out Loud videos to gain better understanding of various elements of the Oral Interpretation. Students will view the videos to get a better idea of the combination of acting elements with speaking elements. Incorporating nonverbal into their speeches. Students will then discuss ways in which they can incorporate nonverbal communication into their speeches and use that information when constructing their Oral Interpretation Presentation.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 2

Title: Nonverbal

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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 are given various simple sentences with simple commands on them. Working in small group or a partner, students have to communicate the simple task/command by using only nonverbal skills. Students are forced to look at how they can communicate without speaking. Students will work in small groups on presenting the information without communicating and then we will have a discussion on the benefits and the difficulties of trying to communicate without words.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 3

Title: Special Occasion

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- 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 choose from a variety of special occasion speech topics. Students will write a 5-10-minute speech for the given type they have chosen. Possible choices are eulogy, toast, anniversary speech, grand opening, accepting/presenting an award etc. Specific attention should be given to the audience and occasion.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Purpose

Engaging Experience 1

Title: Listening Skill for Audience

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students are presented information on the types of listening that we may use in our everyday life. They then take a survey on what type of listener they are - great, good, average, or poor. Students will then be given a sentence to read over; they will be asked to pass the information on to another member of their group and then on down the line in succession of 4-5 people. By the time the information gets to the end of the line we look at how much of the information is retained. Students will see what type of listener they are and also look at what kind of information is being passed along. Is it easier to remember things when we are listening for comprehension or listening for appreciation etc.?

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Engaging Experience 2

Title: Analyzing Purpose of Special Occasion Speeches

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students view a variety of special occasion speeches such as Oprah’s Bob Hope Humanitarian Award acceptance speech, President Bush’s 9/11/01 announcement, and various commencement speeches and identify how those speeches fit the needs of the occasion. For example, how does the specific speech meet the expectations of audience, content, speaker and audience? Students will also brainstorm ways to improve the speech to enhance their message.

Bloom’s Levels: Evaluate

Webb’s DOK: 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.)

Impromptu Speeches. Students arrive to class the day of the speech not knowing that they will be giving a speech that day. This would simulate arriving at work and having your boss ask you to prepare to give a presentation to some out of town clients. The students will be given topics that are not research based topics. General topics such as “The grass isn’t always greener on the other side.” Students will then need to create a thesis statement and 2 to 3 main points for that thesis. Students will then be given a 10-15-minute window to go and create their speech. They will then return to the class and present their speech. Students will need to incorporate the basic concepts of a speech such as intro, body, and conclusion. Emphasis will be on creating a presentation in a short amount of time.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types	Oral Interpretation	Students view video clips of national forensic HI competitions. They will also view Poetry Out Loud videos to gain better understanding of various elements of the Oral Interpretation. Students will view the videos to get a better idea of the combination of acting elements with speaking elements. Incorporating nonverbal into their speeches. Students will then discuss ways in which they can incorporate nonverbal communication into their speeches and use that information when constructing their Oral Interpretation Presentation.	3 Days
Types	Nonverbal	Students are given various simple sentences with simple commands on them. Working in small group or a partner, students have to communicate the simple task/command by using only nonverbal skills. Students are forced to look at how they can communicate without speaking. Students will work in small groups on presenting the information without communicating and then we will have a discussion on the benefits and the difficulties of trying to communicate without words.	1 Day
Types	Special Occasion	Students choose from a variety of special occasion speech topics. Students will write a 5-10-minute speech for the given type they have chosen. Possible choices are eulogy, toast, anniversary speech, grand	3 Days

		opening, accepting/presenting an award etc. Specific attention should be given to the audience and occasion.	
Purpose	Listening Skill for Audience	Students are presented information on the types of listening that we may use in our everyday life. They then take a survey on what type of listener they are - great, good, average, or poor. Students will then be given a sentence to read over; they will be asked to pass the information on to another member of their group and then on down the line in succession of 4-5 people. By the time the information gets to the end of the line we look at how much of the information is retained. Students will see what type of listener they are and also look at what kind of information is being passed along. Is it easier to remember things when we are listening for comprehension or listening for appreciation etc.?	1 Day
Purpose	Analyzing Purpose of Special Occasion Speeches	Students view a variety of special occasion speeches such as Oprah’s Bob Hope Humanitarian Award acceptance speech, President Bush’s 9/11/01 announcement, and various commencement speeches and identify how those speeches fit the needs of the occasion. For example, how does the specific speech meet the expectations of audience, content, speaker and audience? Students will also brainstorm ways to improve the speech to enhance their message.	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.