



## Parma High School

### Careers and Speech Grades 9-12

### Scope and Sequence

9-12 Grades	Instructional Vocabulary	BIG IDEA	Essential Question(s)	Reading Focus	Speaking and Listening Focus	Writing Focus
<b>Unit 1</b>  Icebreaker— profile   Narrative   Impromptu	Audience, purpose, conversation, speech, hook, introduction, conclusion, feedback, public speaking, stage fright, preparation, visualization, critical thinking, appreciative listening, empathetic listening, comprehensive listening, critical listening, icebreaker, narrative, chronological order, topical order, extemporaneous, gestures, eye contact, voice, pitch, volume, stereotyping, supporting materials, statistics, evidence, credibility, fallacy, pathos, visual aids, inform, process, ethos, persuasion, ethics, leadership,	Learning about fellow students through interview skills   Sharing stories pertaining to personal message's to the world.	What makes a person stand out?   What message do your words and actions convey to the world?	Ch 1 Speaking In Public  Ch 3 Listening  Ch 4 Giving Your First Speech  Ch 5 Selecting a Topic and a Purpose  Ch 6 Analyzing the Audience  Ch 7 Gathering Materials  Ch 8 Supporting Your Ideas  Ch 9 Organizing the Body of your speech  Ch 10 The Beginning and Ending  Ch 11 Outlining Your Speech	Profile Speech  Narrative: Message to the World  Informative  Guest Speakers  CIS Activities: interest surveys, resumes  Informal Speeches	Notes  Active Audience feedback:  2+; 1-  Outlines  Speech Prep  Personal Reflections

<b>Unit 2</b>	enunciation, impromptu, pacing, argument, body language, claims, warrants, critique, credibility, enunciation, impromptu, pacing, argument, body language, claims, warrants, critique, credibility, propaganda, appeals, MLA, plagiarism,	Informing the audience about a topic of choice  Persuade the audience to change opinions  Work together as a group  Offer a tribute to someone who has impacted you	What topic do you feel passionately about  What techniques help to persuade people to change their minds?  How can a group function together to teach the class?  Who/what has impacted your life in a positive way?	Ch 12 Language  Ch 13 Delivery  Ch 14 Using Visual Aids  Ch 15 Speaking to Inform  Ch 16 Speaking to Persuade  Ch 18 Speaking at Special Occasions  Ch 19 Speaking in Small Groups	Persuasive  Group  Tribute  Guest Speakers  CIS Activities: interest surveys, resumes  Informal speeches	Notes  Active Audience feedback:  2+; 1-  Outlines  Speech Prep  Personal Reflections
Informative						
Persuasive						
Group						
Tribute						

## Overview and Standards

### Semester Overview:

**Careers and Speech:** The focus in this one semester course will be in learning about, analyzing, preparing, and giving a variety of speeches. Students will also be reading chapters to enhance learning in each area as well as being active listeners engaging with guest speakers coming in to discuss career paths. In conjunction with the career focus, students will also spend time working in the CIS program to ascertain more about career paths and how that will impact their choices though high school and beyond.

### Quarter One:

#### Idaho Core Standards (CCSS) Grouping

**Writing:** Gathering facts, preparing outlines and notecards, creating visual aids, and writing up personal reflections looking at the preparation and presentation of the various speeches.

**Reading:** researching information on various topics as well as chapters on how to write and present better speeches.

**Speaking:** In front of peers for specific times and topics; presenting evidence to support ideas and suppositions generated from the reading and writing process.

**Listening:** Engage as active listeners who generate feedback for the presenters to review in order to become better speakers.

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**Quarter 1 Focus Standards:**

<p>Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"><li>• Come prepared, having read material under study using evidence from texts</li><li>• Clear goals and deadlines</li><li>• Posing and responding to questions; clarify, verify, and challenge.</li><li>• Respond thoughtfully to diverse perspectives</li></ul>	<p>Integrate multiple sources of information presented in diverse media or formats.</p> <p>Evaluate a speaker's point of view, reasoning, and use evidence and rhetoric, identifying any fallacies of reasoning or exaggerated or distorted evidence.</p>	<p>Present information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to the purpose, audience, and task.</p>	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated and/or appropriate.</p>

**Quarter Two:**

**Idaho Core Standards (CCSS) Grouping**

**Writing:** Gathering facts, preparing outlines and notecards, creating visual aids, and writing up personal reflections looking at the preparation and presentation of the various speeches.

**Reading:** researching information on various topics as well as chapters on how to write and present better speeches.

**Speaking:** In front of peers for specific times and topics; presenting evidence to support ideas and suppositions generated from the reading and writing process.

**Listening:** Engage as active listeners who generate feedback for the presenters to review in order to become better speakers.

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**Quarter 2 Focus Standards:**

Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively

- Come prepared, having read material under study using evidence from texts
- Clear goals and deadlines
- Posing and responding to questions; clarify, verify, and challenge.
- Respond thoughtfully to diverse perspectives

Integrate multiple sources of information presented in diverse media or formats.

Evaluate a speaker's point of view, reasoning, and use evidence and rhetoric, identifying any fallacies of reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to the purpose, audience, and task.

Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated and/or appropriate.

