

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade Level: 9-12 / Content Area: English
Length of Course: Semester**

SPEECH & DEBATE

Course Description: This course will cover critical skills necessary in the classroom and workplace. First, the art of rhetoric will be practiced through public speaking exercises. Students will combat their natural fear of public speaking by delivering extemporaneous and prepared speeches with confidence and clarity. Furthermore, students will hone their research skills by investigating and debating topical issues to become informed and reflective members of society. Finally, rhetorical appeals will be covered so students can apply logic and emotion to persuade their audience.

General Pacing Guide:

Unit 1: The What and Why of Public Speaking (3 weeks)

Unit 2: Speech Basics — Writing and Reading (4 weeks)

Unit 3: Interpretational Speaking (2 weeks)

Unit 4: Extemporaneous Speaking (2 weeks)

Unit 5: Debates (3 weeks)

Unit 6: Mock Competition (2 weeks)

**Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension**

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Anchor Standard—Writing:
Text Types, Responding to Reading and Research**

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration**

Comprehension and Collaboration:

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standard—Language:
Conventions, Effective Use and Vocabulary**

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speech & Debate

Unit 1: The What and Why of Public Speaking

[3 weeks]

Unit Summary: Students view and analyze a speech of introduction, study active listening and effective feedback, and learn the fundamental presentation techniques: eye contact, volume, and pacing. They practice breathing and stretching exercises that help manage nervousness, prepare and deliver a brief speech of introduction, and give and respond to feedback.

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students study and evaluate famous speeches from literature and history

Technology Integration

- Students use online databases to search for articles
- Students share and collaborate via Google Drive and Google Classroom

Media Literacy Integration

- Students use historical articles as substance for contemporary speech
- Students evaluate the use of different media to deliver a speech

Global Perspectives

- Students use newspapers and magazines for research, and reference global events incorporated into speech

Culturally Responsive Teaching

- Students share and learn about cultural differences in the classroom through speeches of self-introduction

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

As they grow and develop, high school students use more public speaking skills in more authentic settings, from the classroom to social rites of passage and early professional experiences. They also become more aware of and involved in the world around them, in which people use public speaking skills for a wide variety of reasons. Learning, analyzing, and practicing public speaking skills themselves is paramount to success in many areas of their current and future lives. Learning also how to provide their peers with genuine

constructive criticism and how to accept this kind of criticism is also of utmost importance in this introductory unit; these skills connect to nearly every other class in high school and many actual real-life experiences, such as evaluations in many professional settings.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Reading	Key Ideas and Details • LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) • INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure • LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) • LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • NF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas • LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
---------	--

	• INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ○ Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the argument presented. • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ○ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ○ Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ○ Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view,

	and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge ● Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration ● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ○ 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.

	○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas ● Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
Language	Conventions of Standard English ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
<table border="1"> <thead> <tr> <th>Essential Questions:</th><th>Understandings: <i>Students will understand that...</i></th></tr> </thead> <tbody> <tr> <td> ● Why do people fear speaking in front of others, and how can a speaker effectively address such fears? ● What are the benefits of good public speaking skills? ● What are the different purposes for which one may deliver a speech? ● How can one prepare for a speech? </td><td> ● Communication involves both speaking and listening. ● Communicators are senders and receivers of information. ● Communication involves exchanging both verbal and non-verbal information. </td></tr> </tbody> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	● Why do people fear speaking in front of others, and how can a speaker effectively address such fears? ● What are the benefits of good public speaking skills? ● What are the different purposes for which one may deliver a speech? ● How can one prepare for a speech?	● Communication involves both speaking and listening. ● Communicators are senders and receivers of information. ● Communication involves exchanging both verbal and non-verbal information.
Essential Questions:	Understandings: <i>Students will understand that...</i>				
● Why do people fear speaking in front of others, and how can a speaker effectively address such fears? ● What are the benefits of good public speaking skills? ● What are the different purposes for which one may deliver a speech? ● How can one prepare for a speech?	● Communication involves both speaking and listening. ● Communicators are senders and receivers of information. ● Communication involves exchanging both verbal and non-verbal information.				

• What can we gain from reading, understanding, analyzing, and evaluating a variety of historical and literary speeches before writing our own?	• Public speaking is an important skill that can be applied in a variety of modes to a variety of different situations. • A speaking opportunity must be analyzed in terms of purpose, audience, speaker, and message. • Effective speakers critically evaluate other speakers and are able to articulate suggestions into constructive feedback. • An effective public speaker may inform, persuade, entertain, inspire, and more.
Unit Learning Activities: <i>Students will...</i> • Write a “Shoebox about Me” speech in which the student fills a “shoebox” with small props that represent some significant aspect of their identity, personality, values, character, interests, hobbies, etc. Students write and deliver the speech, using the props as visual aids, to introduce themselves to their classmates. This is an excellent speech-and-icebreaker activity to use near the beginning of the semester. • Play “Two Truths and a Lie.” Students tell the class three brief anecdotes about themselves, one of which is a lie, two of which are facts. This can & should be less formal than a fully fleshed out speech. Another excellent early activity to build classroom climate, peer interaction, and students knowledge of one another. • Compile a list of common mispronunciations. Create a phonic list to eliminate these problem words. • Observe and take notes on several people in conversation. • Make a list of common fears among you and your classmates. Conduct a Socratic seminar on the topic of the importance of overcoming fears in public speaking. • Write and deliver a speech to inform in which the speaker teaches the audience about a critical facet of public speaking. • Communicate to a spectrum of audiences using a dynamic, functional vocabulary and a mature understanding of current methodologies, organizational strategies, oral-delivery techniques, and language itself. • Vocal drills emphasize the use of voice to convey the hidden meanings in statements and words. The students are given a series of sentences to read aloud with as many different intonations as possible. Reading the alphabet in differing moods (such as sadness, happiness, boredom) or selecting one or a few letters as their favorite will clarify both diction and vocal color. • Use www.publicspeakingproject.org textbook chapters ◦ Chapter 1: Introduction to Public Speaking ◦ Chapter 2: The Origins of Public Speaking ◦ Chapter 11: Speaking with Confidence	
Assessments	
Summative: • Speech of Self-Introduction based on a national newspaper or magazine article (such as <i>The New York Times</i>, <i>Washington Post</i>, <i>Time</i>, <i>Newsweek</i>) from your actual date of birth (or birth week, if using a magazine). Select an item to speak about which relates to your life in some way.	Formative: • Analyze the methods used for communication. Which member is most successful? Why? What facial expressions are used? What body language is used? Explore speech dynamics • Critically analyze own and other students’ speeches • Practice and demonstrate good listening skills

• Select a speech presented in History (use History textbook, Historical Databases, www.AmericanRhetoric.com). Analyze and evaluate both the content and delivery techniques. • Select a newspaper article as the basis of a speech to inform or persuade. Use the essentials of the article as the springboard for your address. • Select a speech presented in literature. Analyze and evaluate both the content and probable delivery techniques. Suggestions: Lennie in <i>Of Mice and Men</i>, Willie Loman in <i>Death of a Salesman</i>, Mr. Pignati in <i>The Pigman</i>, Hamlet in <i>Hamlet</i>, Lady Macbeth in <i>Macbeth</i>.	• Demonstrate understanding of effective communication through evaluation of communications events • Analyze classmates' informative speech using rubrics. • Gather and present different speeches digitally (videos) and analyze together. Discuss findings via a fishbowl activity.
--	---

Speech & Debate

Unit 2: Speech Basics - Writing and Delivering

[4 weeks]

Unit Summary: Students focus on the structural elements of speeches and learn to use introductions, transitions, and conclusions to guide listeners through a speech. They explore how simple visual aids help listeners comprehend speeches. They learn techniques for engaging audiences, research and draft an oral report or review, and develop simple visual aids. They manage nerves by practicing with the aids and then presenting their speech. They review primary and secondary source research, practice effective nonverbal communication as speakers and listeners, and practice effective pacing. They present dramatic readings, speeches, etc. giving and receiving feedback.

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students learn and apply performance techniques used in performing arts/drama.

Technology Integration

- Students use technology to record vocal performances (voice-only speeches).

Media Literacy Integration

- Students explore the impact of media when there is the presence of visual images compared to voice-only.

Global Perspectives

- Students explore how public speaking is delivered differently based on different countries or time periods.

Culturally Responsive Teaching

- Students explore how different cultures view speaking in public and to what cultural cues they respond.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

One of the most essential aspects of public speaking is the message itself. Students will create their own messages by writing their own speeches and presentations. A wide variety of environments for an equally wide variety of messages will be explored (from classrooms to boardrooms, stages to commercials, podiums to playing fields, etc). Integrating visual aids smoothly with the help of different technological tools is also an indispensable skill today; students will be able to use this skill in countless spheres.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	Key Ideas and Details ● LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ● INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure ● LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text ● INF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas ● LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ● INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. ● INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ◦ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ◦ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ◦ 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. ◦ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	Conventions of Standard English

	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• How may visual aids be used effectively in a speech? • How may technology be usefully employed by an effective speaker? • What elements must a speaker consider before writing and delivering a speech? • What are the most effective ways to practice and prepare for a speech? • How may a speaker effectively utilize supporting materials and information? • How should a speech be organized? • How will effective research improve the content of a speech? • What stylistic and/or rhetorical techniques may improve a speech, and how should a speaker incorporate them? • What does it mean to offer constructive feedback? • How should a speaker apply constructive feedback?	• Effective speakers successfully analyze theme, characterization, and tone in order to interpret a variety of literary genres vocally and physically. • Appropriate use of eye contact helps a speaker connect with and engage the audience • An effective public speaker considers the audience and demonstrates pathos by adapting the speech as needed to fit the needs of the audience. • An effective public speaker establishes ethos. • An effective public speaker utilizes sufficient and cogent information to create sound logos. • An effective public speaker is also a willing and competent listener.
Unit Learning Activities: <i>Students will...</i> • Articulation and pronunciation practice drills. In these drills, students attempt a series of increasingly difficult "tongue twisters" in order to learn the techniques needed to articulate sounds, words, and sentences clearly. • Playing telephone game and analyzing how language evolves and changes as it goes through different people • Select a chapter from your history or science book as the basis for a formal lecture. Create and deliver an animated speech, using at least two audio-visual aids.	

- Write a short expository essay based on the topic of one of your own speeches. Compare/contrast the two approaches.
- Write a one-minute announcement for a special occasion. (HOLIDAY, TRIBUTE, NEWS EVENT) Deliver your material as part of the morning announcements.
- Write a three-minute script for the school's morning announcements.
- Write and deliver a how-to and/or a demonstration speech in which the audience actually has to follow the directions of the speaker whenever possible. Possible topics include: make a successful March Madness bracket; wash your hands properly; make origami; learn Hebrew; make spray paint art; draw a cartoon character; make guacamole; make a friendship bracelet; use a foam roller for muscle relaxation; how to meditate. Allow students to choose & develop their own topics. Evaluate the speaker in part based on how well the audience members succeed in their production of the topic.
- Use www.publicspeakingproject.org textbook chapters
 - Chapter 7: Supporting Your Ideas
 - Chapter 8: Organizing and Outlining
 - Chapter 9: Introductions and Conclusions
 - Chapter 10: Using Language Well
 - Chapter 13: Visual Aids
 - Chapter 15: Informative Speaking

Assessments

Summative:

- With four class members, create a twenty minute "after dinner program" built around a specific theme. Select a theme, elect a toastmaster, and assign a topic to each speaker.
- Prepare a memorized address for delivery to the class on a topic which requires a visual aid.
- Choose a process to demonstrate. This may be any "how to" topic including how to play any musical instrument, how to bake a cake, how to train a dog, how to play any sport, etc. Students should be encouraged to choose a topic with which they are familiar. The speech should follow a basic outline of introduction with a motivational device, body with the steps of the process and conclusion.

Formative:

- Students explore voice-only communications; analyze effective and ineffective voice-only communications; and practice pacing, clarity, preparation, and demeanor.
- Students will develop their own rubrics and put them to use while listening to their classmates' speeches.
- Analyze famous speeches via videos and determine how their language is effective or ineffective. If ineffective, choose some lines to change as if you were the famous person.

Speech & Debate

Unit 3: Interpretational Speaking

[2 weeks]

Unit Summary: Students will explore various forms of interpretive speaking making use of techniques and skills associated with dramatic performance. Students must apply skills in critical thinking and analysis, as well as decision making when choosing a mode for performance. Students will attend to issues of delivery and tone in their performances. Students will also explore non-verbal communication skills through pantomime and other uses of movement and visuals.

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students will learn and apply a variety of performance techniques and skills used in drama and comedy.

Technology Integration

- Students can use the technology in the Broadcast studio and the computer labs to film and edit their interpretive performances.

Media Literacy Integration

- Students will explore the ways messages are conveyed through movement and dramatic performance with and without spoken language.

Global Perspectives

- Texts chosen for interpretation can be selected from different points of view, countries and time periods.

Culturally Responsive Teaching

- Students should consider how their own cultural perspectives informs and impacts their interpretation of a work as both the performer and the audience.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

In the art of public speaking, for students to see their voices and their bodies as tools to use in the delivery of their messages is critically important. The more students recognize that they can improve their application of these tools, the more comfortable and successful they will become at public speaking in all realms. Students will also be able to identify when, how, and for what reasons other public speakers (peers, teachers, colleagues, bosses, politicians, media personae, etc) are employing their voices and bodies; consequently, students will become more savvy at interpreting others' messages.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	Key Ideas and Details ● LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ● INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure ● LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text ● INF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas ● LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ● INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. ● INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ◦ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ◦ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ◦ 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. ◦ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language	Conventions of Standard English • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• How should literature be interpreted orally? • What interpretive elements lead to effective delivery? • How can a speaker ensure clarity? • How and what can speakers learn from exemplars? • How may a speaker improve vocally, physically, and verbally? • How can a speaker's voice, body, and tone change a selected piece of text?	• A speaker's oral interpretation may add to the dramatic impact of a piece of writing • Analysis is a critical and multi-step process • Delivery must be practiced and intentioned
Unit Learning Activities: <i>Students will...</i> • Students are given library and class time to find a dramatic scene for two characters to be delivered as "Readers' Theater." The dramatic scenes are prepared and rehearsed in class. The scenes are delivered from twin lecterns and are introduced by both of the speakers to set the scene, mood, characters' relationships and play's outcome. At the end, both students close books and a bow ends the performance. • Without prior notice, the class arrives to find a sign that instructs them that they may not use any form of verbal communication for the entire class period. All communications must be performed by means other than voice or writing. This prepares the class for the exploration of the use of body language in their speech deliveries. • While speakers give brief speeches in trios (ideally), one listener tallies vocal crutches, and the other listener notes authentic, meaningful eye contact. Students share feedback with the speaker. Then, students change roles so that each student in the trio plays each role once. • Students in pairs engage in back-to-back communication experiments. ○ Phase 1: Teacher displays abstract-ish but simplistic line drawing on the front board. Student facing the front describes the drawing to the student facing the rear. The partners cannot look at one another; only the student facing forward may communicate; and the	

student facing forward must NOT look at the drawing the student facing the rear is making. Give class time to break down & discuss the aspects of communication involved in this Phase. ○ Phase 2: Partners now face each other. Student now facing forward has a new more abstract drawing to describe to the student now facing the rear. Students can make eye contact, but again, only the student facing forward should speak. Thoroughly discuss when finished. ○ Options for additional changes to the communication parameters: keep students NOT facing one another, but allow the sightless partner to ask questions; allow both students to talk while facing one another; prohibit the use of hands while the speaker is describing the drawing.... ● Use www.publicspeakingproject.org textbook chapters ○ Chapter 12: Delivering Your Speech ○ Chapter 4: Listening Effectively ○ Chapter 5: Audience Analysis
--

Assessments

Summative: Dramatic Interpretation: ● Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, this event focuses on the student's ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance, and state the title and the author. Duo Interpretation: ● Two competitors team up to deliver a ten-minute performance of a published play or story. Using off-stage focus, competitors convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters. No props or costumes are used. Performances can also include an introduction written by the students to contextualize the performance and state the title and the author. Humorous Interpretation: ● Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. Humorous Interpretation is designed to test a student's comedic skills through script analysis, delivery, timing, and character	Formative: ● The speaker selects a reading from any prose piece; this may include a famous speech, a short story, an essay. It is prepared for interpretative delivery, not as the original speaker would have done it, but as this speaker conceives its dynamism and contemporary audience appeal. Any introduction to this should relate any prior information needed to understand the piece, possibly information on the author and/or the circumstances under which it was written. ● Pantomime is used to illustrate and teach the precepts of the use of effective physical stance and movement to aid speech communication. Each student writes a scenario for a plot-oriented scene to be acted for the class. The emphasis is on broad, elegant movement to acquire new freedom of both actions and gestures. After this point, proper use of gesture and movement are an integral part of every delivery.
---	---

Revised August 2020

development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance and state the title and the author.	
---	--

Speech & Debate

Unit 4: Extemporaneous Speaking

[2 weeks]

Unit Summary: Spontaneous speaking activities allow students to simulate the demands of making an oral presentation while giving them the real-life experiences of thinking and speaking on their feet. Spontaneous speaking can serve as warm-up exercises, can help with the understanding of literature across the curriculum, and can prepare students to make oral presentations.

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students are given topics, issues or articles from a variety of different disciplines in which to respond extemporaneously (i.e. science, social studies, the arts, etc.).

Technology Integration

- Students can use Google Docs to create and edit an MLA-style outline.

Media Literacy Integration

- Students will explore the ways to integrate different media modes (i.e. speaking, moving, using visuals, etc.) as a way to enhance an extemporaneous speech.

Global Perspectives

- Topics, issues and articles selected can span a variety of political and cultural points of view.

Culturally Responsive Teaching

- Students should be encouraged in an extemporaneous speech to “speak from the heart” and make use of their own unique cultural perspectives to guide their speaking.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Extemporaneous speaking is valuable for all high school students in all areas of their interactive lives -- in academic and social environments. In addition, as with so many of the skills learned and practiced in this Speech & Debate class, extemporaneous speaking is a highly valuable lifelong skill. It is critical to demystify the art of public speaking by encouraging students to think of it as a set of skills that can be learned and practiced -- and improved upon. Even the act of extemporaneous speaking falls into this category; with practice of this subset of public speaking, students can improve upon *all* aspects of public speaking.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	Key Ideas and Details ● LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ● INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure ● LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text ● INF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas ● LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ● INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. ● INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ◦ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ◦ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ◦ 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. ◦ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language	Conventions of Standard English ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Essential Questions:		Understandings: <i>Students will understand that...</i>	
● What makes a speech unforgettable? ● How may a speaker best connect with an audience? ● What stylistic and/or rhetorical techniques may improve a speech, and how should a speaker incorporate them?		● While extemporaneous speaking may not be bound by memorization and extreme planning, it is not just mindless or careless talk; the speaker prepares notes and has time to quickly research in advance in order to deliver an organized speech. ● Style, tone, verbal and nonverbal skills are vital to extemporaneous speaking as preparation is minimal and the stakes can be higher	
Unit Learning Activities: <i>Students will...</i> ● Describing a place or experience ● Impromptu dialogue ○ Vary settings, environments, relationships between the speakers, moods that the speakers are in ● Telling a story or anecdote ○ Vary settings, environments, relationships between the speakers, moods that the speakers are in ● Develop as a class a thorough list of extemporaneous speaking topics. Students then select a topic blindly & randomly (“out of a hat”) and speak on the topic for two minutes. ● Use www.publicspeakingproject.org textbook chapters ○ Chapter 17: Special Occasion Speaking			
Assessments			
Summative: ● Organize a speech following a basic structure. Use of humor, personal anecdote, historical perspectives, news stories, and logic will help		Formative: ● Thinking on your feet ● Forming a reasonable argument ● Addressing an audience	

formulate ideas. The speech should be easy to follow with a central thesis and supporting points. • Students will all be assigned to watch/read/view a specific news outlet/source. Then, they will be presented with topics from those sources to complete an impromptu speech in class the next day. • Read over the “Cheat Sheet” for a successful impromptu speech and model your own against it (choose your favorite from some videos and emulate that speaker). • Students are presented with brief newspaper/magazine articles from which they cull information needed for this project. The articles are given as the students enter class. • Given premise: The guest speaker has canceled, and the student must substitute. Time factors will vary with article length, but 10-15 minutes of preparation time is sufficient. The chosen speaker is expected to deliver a 5-minute speech from key word or phrase outlines. • Variation: An entire class may receive the same article to afford a comparison/contrast of approaches or each student may get a different article from which several students will be expected to present deliveries or each row of students may get a set of the same article, from which one student in each row is elected.	• Responding to a text / media • Explore different outlining types by choosing a topic and planning it out with 3 outlines - o Phrase outline - o Topic outline - o Sentence outline • In no more than two minutes, give an introduction of a prominent person using specific details as pulled from a hat.
---	--

Speech & Debate

Unit 5: Debates

[3 weeks]

Unit Summary: Students synthesize information from a variety of sources. Students critically analyze and evaluate facts and language in a debate setting. Students learn the use of language to clarify thought is just as important as interpreting various forms of written language to aid in an argument. They also demonstrate competency in reading for truth (debate issues).

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students will prepare for and debate topics from a variety of disciplines and academic areas (science, technology, arts, sports, politics, etc).

Technology Integration

- Students can use the Broadcast Studio to set up and film formal debates and edit them in iMovie.

Media Literacy Integration

- Students will explore how famous debates from history were covered and impacted by the media (i.e. Kennedy vs. Nixon).

Global Perspectives

- Debate topics should include a variety of perspectives and points of view, and provide opportunities to consider how people from different countries, cultures, or time periods would argue a particular issue.

Culturally Responsive Teaching

- Students should be encouraged to select topics and issues for debate that reflect their own lives and cultures. Students should also value the cultural perspective and opinions of those they are debating and those in the audience.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Debate will develop the student's research skills, organization of information, and effective use of materials as applied in various forms of debate and other competitive speaking. The student will become proficient in the elementary processes of logic, reasoning, and critical thinking.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	Key Ideas and Details ● LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ● INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure ● LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text ● INF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas ● LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ● INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. ● INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ◦ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ◦ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ◦ 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. ◦ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	Conventions of Standard English

	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• How is a debate different from other speaking opportunities? • How can a speaker effectively communicate their point to someone who may be difficult to convince? • How can a speaker effectively and appropriately use logos, ethos and pathos? • What stylistic and/or rhetorical techniques may improve a speech, and how should a speaker incorporate them?	• All students engaging in a classroom argument have the right to speak and be heard. • Argument and debates must be done ethically—supporting claims with reason, evidence, and appropriate language. • Effective public speakers conduct necessary research to find and incorporate accurate, relevant, and thorough support. • Application of Maslow’s hierarchy of needs can illustrate whether or not a proposal offered in a speech will successfully satisfy an audience.
Unit Learning Activities: <i>Students will...</i> • Students form two lines, facing the front of the classroom. The student at the front of the left line should begin the game by making a claim—any claim, such as “Schools should not serve junk food” or “Jazz is the best kind of music.” The student at the front of the right line must refute the argument, using the four-step method. When finished, these two students go to the back of the opposite line. The exercise repeats, until all students have made a claim and refuted a claim. • Note-taking is key to a good debate. Students drill notes using a Flow Sheet (flowing technique) to better see the importance of taking notes and how they can help during a debate. • Watch at least one current debate on Classroom Video on Demand (cvod.infobase.com), such as ○ Parenting Is Overrated ○ Constitutional Free Speech Principles Can Save social Media Companies from Themselves ○ It’s Time to Expand Nuclear Power ○ Preschool Should be Subsidized ○ Unresolved: The Technomic cold War With China ○ Europe Has Declared War on American Tech Companies ■ Analyze the structure of the debate as well as the success of each “side” during the debate ■ It can be interesting to chop the debates up so that students watch a portion of the debate at each sitting rather than watching the entire debate in one go	

- Students may vote on the debate topic at the end
- Use www.publicspeakingproject.org textbook chapters
 - Chapter 16: Persuasive Speaking
 - Chapter 3: Ethics in Public Speaking
 - Chapter 4: Listening Effectively
 - Chapter 5: Audience Analysis
 - Chapter 6: Critical Thinking and Reasoning
 - Chapter 7: Supporting Your Ideas

Assessments

Summative:

- Prepare a mock debate with teams for pro and con. Go through the steps for a Lincoln Douglas Debate
- Students write “argument packages” to the remaining arguments from their debate prep. Require them to have at least three defensive arguments and 2 offensive arguments for each argument. Have them label the type of argument that they are using.
- Analyze a historical political debate for use of language (successes and failures)
- Choose and analyze one famous debate. Research this in the library and present the findings to the class.

Formative:

- Learn how to respond to opponents’ attacks and then advance one’s own arguments by practicing using topics pulled from a hat.
- Learn basic policy debate process, and write debate positions: an Affirmative Case, Negative Disadvantage, Topicality Arguments.
- Analyze fallacies in different arguments found via research.

Course: Speech & Debate

Unit 6: Mock Competition

[2 weeks]

Unit Summary: This unit will be a culmination of all units throughout the semester. Students will participate in a mini-tournament in the classroom. Each student will choose his or her own strength and will “compete” in this activity. Success will be driven by self-evaluation and benchmarks set for each student.

Primary interdisciplinary connections:

Interdisciplinary Connections

- Students may choose the focus of their competitive piece from any discipline or academic area.

Technology Integration

- Students should make natural and integrated use of technology as a tool to complement and enhance their performance.

Media Literacy Integration

- Students should study and evaluate examples of their chosen form of performance in the media and emulate the most effective techniques used.

Global Perspectives

- Students should be encouraged to select topics that explore varied perspectives and are interesting and engaging to a wide-ranging audience.

Culturally Responsive Teaching

- Students should be reminded to consider the cultural differences present in the audience/classroom and make choices in their performance that will acknowledge and appeal to those perspectives.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M.

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

For students at all levels in high school, the benefits of this competitive unit are multifaceted. As public speakers, students will communicate to varied audiences using a dynamic, functional vocabulary and a mature understanding of current methodologies, organizational strategies, oral-delivery techniques, and language itself. The aspect of the friendly competition adds a degree of urgency to this unit and can simulate authentic environments in which competition might arise in future academic settings and/or in the workplace.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	Key Ideas and Details ● LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● LIT/INF Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● LIT Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ● INF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure ● LIT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● INF Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text ● INF Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● INF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas ● LIT Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● LIT Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ● INF Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● INF Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. ● INF Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purpose - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ◦ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ◦ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ◦ 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. ◦ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Presentation of Knowledge and Ideas • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	Conventions of Standard English

	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• What criteria should one use to evaluate a speech or debate? • Why is self-evaluation important? • What makes a speaker genuine? • What motivates an audience? • How may a student incorporate public speaking skills into all classes and future endeavors?	• Application of Maslow's hierarchy of needs can illustrate whether or not a proposal offered in a speech will successfully satisfy an audience. • A speaker's oral interpretation may add to the dramatic impact of a piece of writing. • A speaker's word choice may affect an audience's reaction to a speech. • The efficacy of a speaker affects the impact and clarity of a speech's overall message. • Ineffective delivery of a speech or words may render the speech's content meaningless.
Unit Learning Activities: <i>Students will...</i> • Participate in a mock debate competition. ○ Students can help develop the class's overall topic ○ Students can work individually, in pairs, in teams of three or four ■ This can be decided by the class ○ Students have a chance to present their position on the chosen topic, listen to their competitors, ask questions, answer questions, rebut ■ Teacher can act as the moderator OR student(s) can do so ■ Students can vote on the winner of the competition (with the exception of themselves) ○ Depending on time and interest, this competition can be held more than once with different topic(s) and different organization(s) of student participants ○ Consider conducting this event in the library and inviting other classes to attend as audience members for an even more authentic setting. Invite audience members to vote for their winning "side" or "position" • Use www.publicspeakingproject.org textbook chapters ○ Chapter 14: Speaking to a Global Audience ○ Chapter 18: Group Presentations	

Assessments	
Summative: • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience depending on the student's choice of competition item. • Develop a well-written speech for a mock competition. • Employ the concepts and skills learned in all previous units to successfully write their own competition piece.	Formative: • Read over a partner's specific topic and critique using the skills learned from previous units.