

**Pequea Valley School District  
English**

**Unit 1: GETTING STARTED**

**Course: Honors Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** What role does communication play within the context of public speaking?

**Keystone Eligible Content/Common Core Standard**

- **L.N.1.1.3**  
Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- **CCSS.ELA-Literacy.LS.11-12.4**  
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **CCSS.ELA-Literacy.RI.11-12.8**  
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- **CCSS.ELA-Literacy.LS.11-12.4**  
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.
- **L.N.1.3.1**  
Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **CCSS.ELA-Literacy.W.11-12.8**  
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 over-reliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.W.11-12.2.B**  
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.

- **CCSS.ELA-Literacy.W.11-12.2.A**

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.

- **L.N.2.3.5**

Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- The relationship between the tone, style, and/or mood and other components of a text
- How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- How diction, syntax, figurative language, sentence variety, etc., determine the author's style

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

analogy (Tier 3 – Domain-Specific), anecdote (Tier 3 – Domain-Specific), audience, body language (Tier 3 – Domain-Specific), codes, communication, context, credibility, decoding, emotion (Tier 3 – Domain-Specific), encoding, fields of experience, logic, noise, nonverbal, paraphrasing, plagiarize, preparation, purpose, recapitulation, rubric, simile, thesis

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- synonyms
- the revision process (writing)
- the multiple modalities of communication
- encoding & decoding messages
- advanced searches in Google
- proper citation formalities to avoid plagiarism
- paraphrasing
- analyzing literature

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- overall context & audience context
- target audience
- levels of formality
- audience noise & other noise interferences
- the steps of building a speech
- qualities of audiences to consider
- writing full sentences interfere with making eye contact
- vocal effects (rhythm, pitch, volume, rate)
- critical listening = active listening

**Learner Outcomes** - What do students need to be able to **do** by the unit's end? **List skills and competencies, NOT learning activities.**

- explain how communication works
- select the proper code for each of their own expression
- complete the stages of building a speech
- discover the mechanics of public speaking
- develop listening & evaluation skills
- establish credibility
- narrow a topic
- develop speech topics through effective research & visual aids
- avoid unintentional plagiarism
- write an outline of a speech from the textbook
- define the purpose of a speech before writing it
- explain the effectiveness or ineffectiveness of a conclusion
- breathe from the diaphragm
- develop critiques of a speaker

### **Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *Mastering Competitive Individual Events* by Perfection Learning
- *Ion* by Plato

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning
- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 2: PERSONAL SPEECHES

Course: CP Public Speaking

Grade(s): 11-12

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** How can a speaker effectively communicate personal material to their audience?

**Keystone Eligible Content/Common Core Standard**

- **CCSS.ELA-Literacy.LS.11-12.1.A**

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.

- **CCSS.ELA-Literacy.W.11-12.7**

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.

- **CCSS.ELA-Literacy.W.11-12.8**

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 over-reliance on any one source and following a standard format for citation.

- **CCSS.ELA-Literacy.LS.11-12.2**

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.

- **CCSS.ELA-Literacy.RI.11-12.7**

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.

- **L.N.1.1.2**

Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

- **CCSS.ELA-Literacy.RI.11-12.8**

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **CCSS.ELA-Literacy.LS.11-12.4**

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

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

bodily actions, communication apprehension, conversational, dynamic (Tier 3 – Domain-Specific), entertain, eye contact (Tier 3 – Domain-Specific), focal points, gestures (Tier 3 – Domain-Specifics), inform (Tier 2 – Cognitive Verb), inform (Tier 2 – Cognitive Verb), outline, persuade (Tier 2 – Cognitive Verb), pet peeve, posture, stage fright.

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- interpersonal conversation
- declamatory
- evaluating content with the aid of a rubric
- analyzing literature

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- speaking about one’s self is less intimidating when there is a culture of positive encouragement
- mishaps in public speaking can be kept to a minimum by adequate preparation & a relaxed attitude
- mishaps will occur & they are strategies for dealing with them
- interviewing is an acquired skill
- personal opinions are stronger when others can relate to them

- we communicate through body language at all times

**Learner Outcomes** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- become aware of aspects of effective delivery
- organize & present personal material in a speech
- consider purpose, audience, & appropriate topics for speeches
- use voice & body language appropriately

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *Short opinion pieces* by Andy Rooney
- *The Earth Trembled* by Gail Anderson
- *Cell Phone Rudeness* by Matthew Arnold Stern
- *The Arrogance of Power* by Senator Robert C. Byrd

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning
- *How to Irritate People* by John Cleese (Video)

**Pequea Valley School District  
English**

**Unit 3: SPEECHES TO SHARE INFORMATION**

**Course: CP Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** How can a speaker effectively communicate informative material to their audience?

**Keystone Eligible Content/Common Core Standard**

- **L.N.2.4.2**  
Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- **CCSS.ELA-Literacy.LS.11-12.1**  
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.
- **CCSS.ELA-Literacy.W.11-12.10**  
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.
- **CCSS.ELA-Literacy.W.11-12.7**  
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.
- **CCSS.ELA-Literacy.LS.11-12.1.A**  
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.
- **CCSS.ELA-Literacy.W.11-12.3**  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.ELA-Literacy.RI.11-12.7**  
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.



- **L.N.1.1.3**

Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

- **CCSS.ELA-Literacy.LS.11-12.4**

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

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

analysis (Tier 3 – Domain-Specific) of the audience, conclusion (Tier 3 – Domain-Specific), demonstration speech, introduction, oral book review, visual aids

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- outlining
- chronological order
- where they encounter informative speeches in a given day
- genres of texts (fiction, nonfiction, mystery, etc.)
- plot elements
- analogies

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- which props or equipment enhances a presentation
- everyone has valuable knowledge
- research is an effective method to learn how to do something new
- for some, giving a speech about a process they know well is easier than a speech about a process they just learned
- some people learn by doing
- audiences benefit from receiving context on any given topic

**Learner Outcomes** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Share information appropriately with a given audience
- Demonstrate knowledge of material
- Analyze & evaluate a text
- Identify the qualities of a credible book review
- Describe at least three factors that may influence a speaker's choice of a demonstration topic
- Explain why a speaker should choose a speech topic that interests them
- Analyze an audience

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *Start Canoeing & Enjoy Your Weekends* by Joann Bopp
- *The Heart Attack Bug* by Christina Foust

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 4: SPEAKING PERSUASIVELY

Course: CP Public Speaking

Grade(s): 11-12

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** What are the primary & secondary goals of persuasive speaking?

**Keystone Eligible Content/Common Core Standard**

- **L.N.2.1.2**  
Cite evidence from a text to support generalizations.
- **CCSS.ELA-Literacy.W.11-12.1.A**  
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.
- **CCSS.ELA-Literacy.RI.11-12.5**  
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.
- **CCSS.ELA-Literacy.RI.11-12.6**  
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.
- **CCSS.ELA-Literacy.RI.11-12.7**  
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.
- **CCSS.ELA-Literacy.RI.11-12.6**  
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.
- **L.N.1.3.1**  
Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **CCSS.ELA-Literacy.LS.11-12.4**  
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

action, attention, counter arguments, debatable proposition, evidence (Tier 3 – Domain-Specific), goodwill, Monroe’s Motivated Sequence, need, proposition, satisfaction, visualization.

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- outlining
- types of appeals (logical, emotional)
- analyze literature
- what motivates them on a daily basis
- rhetorical questions
- morals
- declamatory
- evaluating content with the aid of a rubric
- analyzing literature

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- persuasion is relevant to many skills & occupations
- there are principles behind persuasive speaking
- lobbyists & activists for social & political causes master the art of persuasive speaking
- motivation is a basic tool for pulling together disparate energies toward a single goal
- there is a difference between motivation & manipulation
- speeches to gain goodwill are aimed at a disagreeing audience

**Learner Outcomes** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- identify & take positions on issues
- use evidence, reasoning, & emotion logically & effectively
- develop respectful approaches to opposing points of view
- effectively take a position different from their actual point of view

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *A Whisper of Aids* by Mary Fisher
- *We Need a Bereavement Center* by Meghan Ortega
- *Three Lies* by J.C. Watts
- *On Gun Control* by Charlton Heston

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning

**Pequea Valley School District  
English**

**Unit 5: SOCIAL SPEECHES**

**Course: CP Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** What purposes do social speeches serve?

**Keystone Eligible Content/Common Core Standard**

- **L.N.2.3.2**

Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

- The relationship between setting and other components of a text (character, plot, and other key literary elements)

- **CCSS.ELA-Literacy.RI.11-12.7**

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.

- **CCSS.ELA-Literacy.W.11-12.2.A**

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.

- **L.N.1.1.3**

Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **L.N.1.1.2**

Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

- **CCSS.ELA-Literacy.RI.11-12.7**

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.

- **L.N.2.3.5**

**Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:**

- The relationship between the tone, style, and/or mood and other components of a text

- o How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- o How diction, syntax, figurative language, sentence variety, etc., determine the author's style

- **CCSS.ELA-Literacy.RI.11-12.8**

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- **CCSS.ELA-Literacy.W.11-12.9.B**

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

- **CCSS.ELA-Literacy.W.11-12.2.B**

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.

- **CCSS.ELA-Literacy.LS.11-12.4**

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

#### **Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

#### **Tier 3 Vocabulary (Content specific vocabulary)**

acceptance speech, after-dinner speech, confidence, farewell speech, humor (Tier 3 – Domain-Specific), impromptu, nominating speech, poise, presentation speech, redundancy, salutation, toastmaster, juxtapose, ancillary, preside, detract, bolster, assertion, solicit, engender, impart, concierge

**Know** - What do students need to **know** in order to be able to do and understand? **List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.**

- outlining
- sincerity
- evaluating content with the aid of a rubric
- analyzing literature

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- appropriate & humorous perspectives can be achieved by juxtaposing dissimilar concepts
- appropriate & humorous perspectives can be achieved by introducing surprises into narratives
- not all entertainment consists of and/or relies on humor
- there are advantages & challenges of giving an after-dinner speech
- welcoming & introduction speeches should set the tone for an event
- welcoming & introduction speeches should give focus to the person being welcomed
- welcoming & introduction speeches should create a positive atmosphere
- farewell speeches have purposes that include maintaining goodwill, thanking people for their support, & leaving behind an appropriate memory
- while impromptu speeches may be off-the-cuff, they still should confirm to effective organizational methods

**Learner Outcomes** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- use humor to entertain & enlighten
- adapt topics to particular settings & time limits
- establish credibility
- establish & maintain an appropriate tone
- develop a strategy for speaking on the spur of the moment

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *The Plight of the Onion* by John E. Koch
- *What is Most Important?* by Tim Borchers
- *Nominating Speech* by John R. Knorr
- *Accepting a Nomination* by Tom J. Mayer
- *Accepting an Office* by Mary-Alice Shaw
- *Introduction of Bill Gates* by James Stukel
- *Welcome to Western America High* by Setits Racile
- *Response to a Speech of Welcome* by Yenan Noscaasi



- *A Speech Presenting a Gift or Award* by Valerie Ritter
- *A Speech Accepting an Award* by Ed Ashcraft
- *Accepting the Congressional Gold Medal* by Tony Blair
- *Farewell to Baseball* by Lou Gehrig
- *Farewell Speech* by Reed Adams

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning
- Marlon Brando's Academy Award acceptance speech
- Michael Moore's Academy Award acceptance speech

**Pequea Valley School District  
English**

**Unit 6: SPEECHES FOR SPECIAL OCCASIONS**

**Course: CP Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** What role can a speaker play in an event reserved for a special occasion?

**Keystone Eligible Content/Common Core Standard**

- **CCSS.ELA-Literacy.RI.11-12.9**

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.

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **CCSS.ELA-Literacy.LS.11-12.4**

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

- **CCSS.ELA-Literacy.RI.11-12.5**

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.

- **L.N.2.3.2**

Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

- The relationship between setting and other components of a text (character, plot, and other key literary elements)

- **L.N.2.3.5**

Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- The relationship between the tone, style, and/or mood and other components of a text
- How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- How diction, syntax, figurative language, sentence variety, etc., determine the author's style

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

### **Tier 3 Vocabulary (Content specific vocabulary)**

anniversary speech, commemorative, commencement address, dedication speech, eulogy, engender, dignified, solemn, somber, mellow, assertions, emphatic, medley, morbid, spatial, ponderous, unwieldiness, tantamount, preparatory

**Know** - What do students need to **know** in order to be able to do and understand? **List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.**

- outlining
- evaluating content with the aid of a rubric
- analyzing literature
- diction
- logical organization

**Understand** - What do students need to **understand**? What is the **big idea**? **List broad concepts or “big ideas” in a statement of enduring understanding.**

- learners may find it to be therapeutic or cathartic to eulogize a person.
- learners will have the alternative option for tributes that honor founders of a sport, school, or other institution.
- pets, special objects, or even favorite places can be eulogized.
- parties & other festive occasions lend importance & gravity to a context
- the purpose of humor in a special-occasion-speech is to celebrate individuals & to avoid offending anyone in the audience

**Learner Outcomes** - What do students need to be able to **do** by the unit’s end? **List skills and competencies, NOT learning activities.**

- select appropriate material for inclusion in a given speech
- maintain a sincere connection with an audience
- deliver a speech in the appropriate tone for a given occasion

### **Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *Tribute to Thurgood Marshall* by Carol Moseley Braun

- *Dedication to the Holocaust Museum* by Elie Wiesel
- *The President's Remarks One Year After 9/11* by George W. Bush
- *Commencement Speech to Mount Holyoke College* by Suzan-Lori Parks
- *Choices & Change* by Barbara Bush

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning

**Pequea Valley School District**  
**English**

**Unit 7: CONTEST SPEAKING**

**Course: CP Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** Which skills, vocabulary, & big ideas need to be mastered in order to speak in a competitive setting?

**Keystone Eligible Content/Common Core Standard**

- **L.N.2.3.2**

Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

- The relationship between setting and other components of a text (character, plot, and other key literary elements)

- **L.N.2.3.4**

Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- The relationship between the theme and other components of a text
- Comparing and contrasting how major themes are developed across genres
- The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- The way in which a work of literature is related to the themes and issues of its historical period

- **L.N.2.3.5**

Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- The relationship between the tone, style, and/or mood and other components of a text
- How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- How diction, syntax, figurative language, sentence variety, etc., determine the author's style

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **CCSS.ELA-Literacy.W.11-12.1.A**

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.

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

### **Tier 3 Vocabulary (Content specific vocabulary)**

affirmative, amendment, constructive speech, cross-examine, debate, disadvantages, extemporaneous, harm, incidental motions, inherency, motion, negative, oral interpretation, order of business, organizational method, pantomime, parliamentary procedure, plan, precedence of motions, preparation time, rebuttal, manuscript, meting, privileged, subsidiary, incidental,

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- outlining
- evaluating content with the aid of a rubric
- analyzing literature
- diction
- logical organization

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- oral interpretations lend themselves well to collaboration with literature, drama, or history curriculum
- readers often dramatize texts for children more extensively than they do for adults
- oral interpretation is one step away from reading or reciting some book & so learners looking for a challenge may enjoy the storytelling
- the ability to speak well as an extemporaneous speaker depends heavily on a learner’s ability to keep current with the news.
- rules direct the meting out of justice, the procedure of battles, & the carrying out of capture & imprisonment.

**Learner Outcomes** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- speak in a competitive setting
- analyze written material
- organize speech materials in a limited amount of time
- understand & use parliamentary procedure & debating procedure
- express & defend ideas under direct challenge

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *Robert's Rules of Order* by Henry M. Robert

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning

**Pequea Valley School District  
English**

**Unit 8: BUSINESS & CAREER SPEAKING**

**Course: CP Public Speaking**

**Grade(s): 11-12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** What skills & strategies can benefit you in the fields of business & career speaking?

**Keystone Eligible Content/Common Core Standard**

- **CCSS.ELA-Literacy.RI.11-12**

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.

- **CCSS.ELA-Literacy.RI.11-12.5**

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.

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **L.N.1.1.3**

Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

- **L.N.1.3.1**

Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

- **CCSS.ELA-Literacy.RI.11-12.7**

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.

- **CCSS.ELA-Literacy.W.11-12.2.C**

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.

- **L.N.2.3.5**

Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- The relationship between the tone, style, and/or mood and other components of a text
- How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text



- o How diction, syntax, figurative language, sentence variety, etc., determine the author's style
- **L.N.2.3.6**  
Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
  - o The point of view of the narrator as first person or third person point of view
  - o The impact of point of view on the meaning of a text as a whole

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

background data (Tier 3 – Domain-Specific), computer-assisted, forum, interview, keynote address, lecture forum, manuscript, panel discussion, rephrase, sales, symposium, enact, ethical, propaganda, usurp, adept, credentials, efficient, competence, suitability, elicit, disparate, contentious, jargon

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- outlining
- evaluating content with the aid of a rubric
- analyzing literature
- diction
- logical organization

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- good salesmanship is the art of closing a deal
- skilled & ethical salespeople & marketers present a clear choice & make their product as attractive as possible
- propagandists use deceitful methods to usurp decision-making & sway people on an unconscious level
- technology is a tool learners can use in their efforts to present an effective speech – like any tool though, it can be misused.
- in some ways, the interview is the ultimate improvisational experience
- when you go to a job interview, you are the subject of the interview
- panel discussions include informational & persuasive speaking, but is collaborative rather than competitive

- speakers in symposium present individual speeches on topics that are related to a larger issue
- symposia often invite the most prominent & well-respected speakers in a field & thus offer insight into leading edge proposals & research on various topics

**Learner Outcomes** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- identify speaking & motivational strategies used in sales
- answer questions & solve problems
- inform or motivate an audience
- use technology appropriately in public speaking
- prepare & conduct an interview

#### **Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *The Jayhawk Mug* by Margie Hapke
- *Buried Alive* by Mavis Leno
- *Star Trek's Lessons for the Disability Community: Adapting to Change While Holding On to Values* by Sue Suter

#### **Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning
- *Monty Python* sketches
- Bob Newhart routines about phone calls
- Barack Obama's keynote address to the 2004 Democratic Convention

Pequea Valley School District  
English

Unit 9: THE MASS MEDIA

Course: CP Public Speaking

Grade(s): 11-12

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):** Which forms of public speaking play a role in society's delivery of mass media?

**Keystone Eligible Content/Common Core Standard**

- **L.N.1.1.3**

Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

- **L.N.2.3.5**

Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- The relationship between the tone, style, and/or mood and other components of a text
- How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- How diction, syntax, figurative language, sentence variety, etc., determine the author's style

- **L.N.2.1.2**

Cite evidence from a text to support generalizations.

- **CCSS.ELA-Literacy.W.11-12.1.A**

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.

- **CCSS.ELA-Literacy.W.11-12.3.A**

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.

- **L.N.1.3.1**

Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

- **CCSS.ELA-Literacy.W.11-12.2.A**

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.

- **CCSS.ELA-Literacy.RI.11-12.5**

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.

**Pacing: Approximate number of class sessions per unit**

- 5-10 Class Sessions (1-2 Academic Weeks)

**Tier 3 Vocabulary (Content specific vocabulary)**

captive audience, commentary, dialogue, dramatic story line, elements of composition, facilitator (Tier 3 – Domain-Specific), multivoiced, univocal, divergent (Tier 3 – Domain-Specific)

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- outlining
- evaluating content with the aid of a rubric
- analyzing literature
- diction
- logical organization

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- radio reviews are presented in a variety of formats
- critics, while providing their opinion, still use details to support their assertions
- by law, radio airwaves belong to the public
- there are various ways different regulations protect free speech, public standards of decency, & corporate interests.

**Learner Outcomes** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- create a media presentation
- identify & develop a story line

- identify elements of program composition
- present a viewpoint on a controversial topic

**Literature:**

- *38 Basic Speech Experiences* by Perfection Learning
- *An In-Depth News Report Interview* by Mark S. Redding
- *The Lord of the Rings: The Return of the King* by Robert Ebert
- *The President's Radio Address to the Nation* by Bill Clinton
- Excerpts from the works of Studs Turkel

**Software/Resources:**

- *38 Basic Speech Experiences (Digital Textbook)* by Perfection Learning
- Excerpts from *60 Minutes*
- Interviews of intellectual luminaries such as mythologist Joseph Campbell & historian Barbara Tuchman