

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 1: INTRODUCTION TO COMPETITIVE INDIVIDUAL EVENTS

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 is the nature of competitive individual events?

**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.LS.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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

- 3-5 Class Sessions

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

individual events, forensics, oratory, expository, extemporaneous speaking, impromptu speaking, dramatic interpretation, humorous interception, poetry interpretation, prose interpretation, duet acting, improvised duet acting, duo interpretation

**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”.**

- the basic skillset for effective public speaking
- rank vs. quality
- proper etiquette
- voice & diction

- interpreting literature
- literary merit
- cause & effect

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

- learning how to compete in individual speech & drama events requires a study of the events & subsequent practice of the performance
- the host school determines the number of schools & the numbers of entries that will be allowed for inter-school competitive individual events
- individual events competitors are judged by a variety of people
- individual events competitors are judged based on a specific set of criteria
- individual event audiences are more intimate & small than what a speaker might encounter in a classroom
- individual events have a unique audience
- there are several benefits of participating in individual events competitions

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

- understand the nature of competitive individual events
- identify & define the individual events
- visualize what happens at tournaments
- know who judges at tournaments
- know the awards that be can be won in individual events
- understand & appreciate the benefits of competing at individual events tournaments

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 2: ORIGINAL ORATORY

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):** How can oratory speeches serve as an outlet to change the world?

**Keystone Eligible Content/Common Core Standard**

- **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.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.LS.11-12.1.D**  
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.
- **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.
- **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.11-12.8**  
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.11-12.10**

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.

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

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

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

pathos, ethos, logos, problem-solution, ramification, extemporaneous, stagnant, rigid, spontaneous, motivated sequence

**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
- revision
- counter-positions

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

- in a world of controversy, learners are constantly bombarded with persuasive messages
- in a democratic society, we are entitled to freedom of speech
- oratory gives learners an opportunity to present their own original thoughts & share the values that they hold dearly in their mind & heart.
- life is full of situations that demand persuasive skills
- those who can articulate their thoughts persuasively can change the world
- many issues need fresh perspectives
- without presenting a solution in addition to identifying a problem, audiences will not know what can be or what should be done to remedy the problem
- a speech should never put the members of the audience into a guessing game mode



- audiences & judges do not want to spend time deciphering the message
- a story can be visualized & remembered far longer than mere facts & statistics about the problem
- the way you begin & end your speech is very important to the success of your speech
- the rules of written language do not apply equally to speech writing

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

- realize the advantages of competing in oratory
- define original oratory & understand the goals of oratory
- know guidelines for selecting a topic
- understand how people are persuaded
- utilize methods of organization
- know & use effective techniques of oratorical delivery

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 3: EXTEMPORANEOUS SPEAKING

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):** How can we adequately prepare for situations in life that will require us to quickly analyze issues & subsequently discuss them?

**Keystone Eligible Content/Common Core Standard**

- **CCSS.ELA-Literacy.LS.11-12.1.D**  
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.
- **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.11-12.1.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.LS.11-12.6**  
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **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.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.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.

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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

extemporaneous, analogy (Tier 3 – Domain-Specific), unified analysis, source cites, citation (Tier 3 – Domain-Specific), subsequently, stenographer, impromptu, synthesize, invaluable, rhetoric, refute, imminent, immense, oscillate, retort, ambiguity, objective, enunciation, rigid, continuum, sensationalism, extrapolate.

**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
- revision
- main idea

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

- throughout life, there will be many situations that require learners to quickly analyze issues & subsequently discuss them.
- one method to build the skills for effective communication in these situations is by learning extemporaneous speaking.
- extemporaneous is comparable to the job of broadcast journalism
- most speaking situations in life will more closely resemble extemporaneous than any other form of communication.
- most people have opinions about issues but fail to read much about those issues.
- extemp significantly improves speech fluency
- extempors become great researchers.
- repetition is what allows speakers to learn how to give an extemp speech.
- computers may not be used at most tournaments for the retrieval of information.
- extempors can refer to news programs as source cites.
- the first rule to acknowledge about extemp is to *answer the specific question as it is stated.*

- never assume the audience fully understands the underlying issue being discussed.
- The choice of the question is very important in the extemp process.
- problem-solution organization
- pro-con organization
- topical organization
- chronological organization
- regional organization
- NFL contests do not allow any notes when delivering the speech to the judge

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

- define *extemporaneous speaking*
- realize the benefits of extemporaneous speaking
- prepare & extemp file
- know where to find information for extemporaneous speeches
- know & use methods of organizing an extemp
- use effective techniques of extemporaneous speaking
- answer an extemp question

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 4: EXPOSITORY

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 is the purpose of the most common form of speaking used by humans?

**Keystone Eligible Content/Common Core Standard**

- **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.CCRA.W.9**  
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.CCRA.W.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.11-12.2.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.W.11-12.3.E**  
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **L.N.2.1.2**  
Cite evidence from a text to support generalizations
- **CCSS.ELA-Literacy.LS.11-12.3**  
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.

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

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

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

informative, brainstorming, outlining, structure, inclusion, chronological, objective, subjective, monotone, myriad

**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”.**

- brainstorming
- outlining
- revision
- attention getters
- how to write a thesis statement
- methods of organization, including but not limited to *chronological order, cause & effect, & topic order.*

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

- expository speaking is the most common form of speech among humans.
- expository speeches are when the speaker provides a learning experience for the listener by providing new information in an interesting manner.
- humor can be used to sustain attention & to reinforce the main ideas presented in a speech
- the information provided during an expository speech that makes the difference between an average speech & the speech that captivates the audience.
- never start an expository speech by directly stating your topic
- a common method of concluding a speech is to connect the ending to the opening.
- speech outlines should consist of complete sentences
- all supporting details should further develop the main points
- writing the speech is the most critical segment of the speech process
- the tone of expository speaking should be one that lends itself to an objective presentation.
- variation is important in expository speaking

- the physical aspects of speech delivery are also critical to success

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

- define expository speaking
- select an expository topic
- organize an expository speech
- utilize outlining as a guide to organization
- use effective techniques of delivery
- memorize a speech & realize the value of rehearsal
- explain the difference between subject & topic

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 5: IMPROMPTU

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 are the potential benefits of being able to deliver an effective impromptu speech?

**Keystone Eligible Content/Common Core Standard**

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

Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

- **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.

- **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.

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **L.N.2.2.3**

Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

- **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



- o The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- o The way in which a work of literature is related to the themes and issues of its historical period

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

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

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

limited, preparation, proverb, kernel, abstract, discount, adherence, holistic, extrapolate, spontaneity, brevity, innumerable

**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
- revision
- thesis statements
- theme
- the ability to identify the 5 w’s (*who, what, where, when, why*) of a topic.

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

- impromptu speaking is one of the most challenging & interesting speech events.
- impromptu is a very limited preparation event.
- impromptu topics are chosen from proverbs, ordinary things, abstract words, events, quotations, & famous people.
- regardless of the topic selected, learners should use his or her own knowledge in constructing a speech analyzing the topic.
- history & literature are full of examples to exemplify or provide a few on any topic.
- when presented with a proverb, base your speech on your interpretation of the quote, as opposed to dealing with the entire quotation itself.
- impromptu speaking will enhance learners’ creative potential through its emphasis on spontaneity.

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

- define impromptu speaking

- understand & use organizational strategies for an impromptu speech
- present an impromptu speech on a proverb, quotation, or word
- speak with ease on many topics with limited preparation

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 6: DRAMATIC INTERPRETATION

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):** How do dramatic interpretations allow us to better understand human nature & develop compassion for others?

**Keystone Eligible Content/Common Core Standard**

• **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

- Note: Plot may also be called action.
- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

• **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.F.2.5.3**

Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script

• **L.F.2.3.1**

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

- Note: Character may also be called narrator or speaker.
- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

• **L.F.2.3.5**

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

- 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.F.2.5.3**

Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script

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

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

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

text analysis (Tier 3 – Domain-Specific), subtext, voice, pitch, pace, monotone, inflection (Tier 3 – Domain-Specific), stance, personal business, character blending, masochistic, melancholy, excessive, climatic, anthropomorphic, habitual, predominate, delineation, adrenaline, novice, octogenarian, monotony

**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”.**

- revision
- elements of plot
- transitions
- text analysis

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

- dramatic interpretations are usually presented with limited movements.
- selections are taken from published works & no stage properties or costumes can be used
- dramatic interpretations should contain a section that produces a strong emphatic response from the audience.
- making deletions in a selection is a delicate area because most authors do not want their work changed in any way.
- when performing a dramatic interpretation, avoid copying a movie performance; create, not impersonate!
- many methods of memorization exist & you must decide what works best for you.
- eyes are the most expressive part of the face
- winning presentations do not contain *character blending*!

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

- identify selection elements for dramatic interpretation
- memorize using a variety of methods
- develop strong characterizations through script analysis
- recognize the effects of stance on characterization
- prepare introductions that are informative & creative

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 7: HUMOROUS INTERPRETATION

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):** How might humorous interpretations result in a contestant feeling extremely rewarded?

**Keystone Eligible Content/Common Core Standard**

• **L.F.2.3.5**

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

- o 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

• **L.F.2.3.1**

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

- o Note: Character may also be called narrator or speaker.
- o The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- o The relationship between characters and other components of a text.
- o The development of complex characters and their roles and functions within a text.

• **L.F.2.5.3**

Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script

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

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

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

character humorous interpretation, script humorous interpretation, exaggerated character, incongruity, acute, unabashed, zany, contrived, confer, fidget, invariable, diligent, jot

**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
- revision
- characterization

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

- humorous interpretation requires an acute sense of comic timing
- selections for humorous interpretations are taken from published works & no stage properties or costumes can be used
- unlike dramatic interpretations, humorous interpretations often contain performances of a multitude of unique characters as opposed to a limited number of characters
- when instructed to pick up the pace between characters, that does not mean pick up the place of character’s lines (just the transitions!)
- developing & incorporating exaggerated characteristics will give humor to a selection
- comic timing is ineffective unless the speaker knows the intent of the line or the word
- good facial expressions cannot be overstressed in a humorous interpretation presentation

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

- recognize basic styles of humorous interpretation
- choose a selection fitting your abilities
- develop character distinctions through voice, stance, & focal points
- utilize a variety of rehearsal techniques
- introduce personal business & action into scene in addition to what the script suggests

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning



Pequea Valley School District  
English

Unit 8: PROSE & POETRY INTERPRETATION

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):** Which competitive speaking event is an excellent outlet for beginning speakers & why?

**Keystone Eligible Content/Common Core Standard**

- **L.F.2.1.1**  
Make inferences and/or draw conclusions based on analysis of a text.
- **L.F.2.3.5**  
Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - 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.F.2.3.3**  
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:  
Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.1.1.1**  
Identify and/or analyze the author's intended purpose of a text.
- **L.F.2.2.4**  
Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

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

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

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

prose, script, free verse, narrative, verse, dynamic (Tier 3 – Domain-Specific), adjective (Tier 3 – Domain-Specific), adverb (Tier 3 – Domain-Specific), verb, inflection (Tier 3 – Domain-Specific), intonation, melodramatic, obtrusive, curtsy, protruding

**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
- revision
- main idea
- diction

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

- with the exception of the introduction, prose & poetry interpretations are not to be memorized
- prose & poetry interpretations are a great way for inexperienced public speakers to get started
- prose & poetry interpretations can be either humorous or dramatic
- prose selections are found in books, not plays
- poetry selections can be either rhymed or free verse
- poetry presentations that are too sing-songy are tuned out
- the meaning of a line of text is known as the subtext
- rising inflection denotes questions, disbelief, excitement
- falling inflection denotes rejection, finality, & sadness

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

- distinguish between poetry & prose selections
- locate appropriate material for competition
- develop strong characterizations through textual and/or subtextual analysis
- properly use a folder for presentation
- identify movement allowances & restrictions

- explore the use of voice by varying volume, pitch, & rate to express character & mood.

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 9: DUET ACTING

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):** How can you successfully perform a duet acting performance?

**Keystone Eligible Content/Common Core Standard**

• **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

• **L.F.2.3.1**

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: Character may also be called narrator or speaker.

- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

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

- 5 Class Sessions (1 Academic Week)

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

observation, blocking, motivation, novice, prosperity, pantomime, stagnant, burden, precisely, fundamental, pantomiming

**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
- revision
- elements of plot
- personal business

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

- duet acting is good for novice forensics students
- finding new material for two women will be a challenge
- when choosing a dramatic scene, it should have a climax
- when developing your character, consider factors such as age, health, attitude, & prosperity.
- rarely will you be able to locate a scene with teenage characters, so be aware of this when developing your personal business.
- blocking should be an important part of your scene
- judges will struggle judging you in a duet acting event if you don't follow basic acting movement rules.
- a slight pause separates the introduction from the rest of the selection delivery
- introductions should always include the title, author, & an explanation of the scene & characters

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

- identify the basic elements of duet acting
- select appropriate material & a compatible partner
- use the acting chain for realistic performances
- develop blocking that accents the characters & the scene
- create an introduction that is informative & draws attention to the performers

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning

Pequea Valley School District  
English

Unit 10: IMPROVISED DUET ACTING

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):** How can you successfully perform an improvised duet acting performance?

**Keystone Eligible Content/Common Core Standard**

- **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

- **L.F.2.3.1**

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: Character may also be called narrator or speaker.

- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

- **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

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

- 5 Class Sessions (1 Academic Week)

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

improvise, conflict, action, tag line, incongruity, proscenium, innovative, rumba, tortoise, interrate

**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
- revision
- elements of plot
- personal business
- state business

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

- while not performed in all states, improvised duet acting can be one of the most challenging, creative, & entertaining events at a tournament
- for comic improvised duet acting, exaggerated characters should be developed
- comedy relies heavily on exaggeration or incongruity
- always practice your conclusion prior to a performance
- never reuse a character, plot or ending in the same tournament
- for serious scenes, characters, plot, & resolution must be believable, not forced or exaggerated

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

- identify the components of improvised duet acting
- present active rather than passive presentations
- understand the importance of regular rehearsals
- use creativity in character development, movement, & the use of props
- prepare a creative introduction

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning



Pequea Valley School District  
English

Unit 11: DUO INTERPRETATION

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 are the chief differences between dramatic interpretation & duo interpretation?

**Keystone Eligible Content/Common Core Standard**

- **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

- **L.F.2.3.1**

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: Character may also be called narrator or speaker.

- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

- **L.F.2.3.3**

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

- **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.

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

- 5 Class Sessions (1 Academic Weeks)

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

physical expression, visualization, cutting, sustain, focal point, outgrowth, discrepancy, interweave, intrinsic, incessantly, avert

**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
- revision

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

- duo interpretations offer actors an opportunity to perform a cutting with a partner
- duo interpretations are much different than duet acting.
- recorded material that is not printed & published is not acceptable
- a cutting must be from a single source
- performers may perform multiple characters in duo interpretation
- a sustained character is the portrayal of one character.
- the chief difference between dramatic interpretation & duo interpretation concerns the use of focal points
- aside from the introduction, duo performers are not permitted to have direct eye contact in the scene.
- duo interpretations will be judged based on the quality of physical expression.
- scenes should fit the capabilities of both actors
- nonverbal reactions to one another’s lines are important

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

- define duo interpretation

- distinguish between duo interpretation & dramatic/humorous interpretation
- understand the role of physical expression in duo interpretation
- use focal points for character interaction, rather than direct eye contact between characters

**Literature:**

- *Mastering Competitive Individual Events* by Perfection Learning

**Software/Resources:**

- *Mastering Competitive Individual Events (Digital Textbook)* by Perfection Learning