



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Speech Curriculum

Course Description: Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. Activities involve preparing speeches to inform, entertain and persuade as well as panel discussions and oral interpretation of literature.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
15 blocks	Unit 1: Introduction to Speech	Topic 1: Public Speaking Foundations Topic 2: Background Topic 3: Elements Topic 4: Structure Topic 5: Nonverbal
10 blocks	Unit 2: Entertain & Special Occasion	Topic 1: Types Topic 2: Purpose
10 blocks	Unit 3: Research	Topic 1: Foundations Topic 2: Types Topic 3: Documentation
20 blocks	Unit 4: Informative	Topic 1: Types Topic 2: Organizational Methods Topic 3: Demonstration
25 blocks	Unit 5: Persuasive	Topic 1: Types Topic 2: Thinking Methods

		Topic 3: Qualities Topic 4: Theories Topic 5: Line of Reasoning
10 blocks	Unit 6: Group Communication	Topic 1: Types of Leadership Topic 2: Functions of Leadership Topic 3: Argumentation Topic 4: Analysis

Teachers may also want to reference the resource The Art of Public Speaking by Stephen E. Lucas.

Curriculum Standards: Missouri Department of Elementary and Secondary Education (DESE)

Curriculum Revision Tracking

Spring 2025

- Removed ISTE standards
- Removed Teaching Tolerance standards
- Updated Missouri Priority and Supporting standards
- Developed standards-based learning targets for all Priority Standards

Spring 2018

- Revised to align to updated Missouri Learning Standards, ISTE Standards, and Teaching Tolerance Standards (where applicable).

Spring 2016

- Revised curriculum

Unit 1: Introduction to Speech

Subject: High School Speech

Grade: 11-12

Name of Unit: Introduction to Speech

Length of Unit: 15 blocks

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

Priority Standards for unit:

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

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	4
	Creating

Supporting Standards for unit:

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

Essential Questions:

1. How can I organize my message so that it makes sense to my audience?
2. What strategies work best to communicate the meaning I want my audience to understand?
3. How can I connect multiple points to support my overall message?

Enduring Understanding:

1. Effective public speakers analyze their audiences in order to adapt their message.
2. Effective public speakers have a clear thesis statement, establish credibility, show passion and emotion, and deliver in a logical manner.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Body ● Ceremonial ● Conclusion ● Impromptu ● Informative ● Introduction ● Nonverbal ● Persuasive	● Audience ● Ethos ● Logos ● Pathos ● Style

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 1-2 blocks

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

Topic 1: Public Speaking Foundations

These Engaging Experience options variably address this topic, so teachers should select 2 to 3 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 3-4 blocks.

Engaging Experience 1.A

Title: Show and Tell

Suggested Length of Time: 1 - 2 blocks

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

Engaging Experience 1.B

Title: Introduce a Classmate

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.C

Title: Either/Or - Introduce Each Other

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.D

Title: Fear of Public Speaking

Suggested Length of Time: 2 blocks

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

Topic 2: Background

These Engaging Experience options variably address this topic, so teachers should select 1 to 2 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 3-4 blocks.

Engaging Experience 1.A

Title: History of Speech

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.B

Title: Purpose of Speech

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.C

Title: Types of Speech and Speaking Conversation

Suggested Length of Time: 1 Block

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

Topic 3: Elements

Engaging Experience 1

Title: Seven Elements of Communication Process

Suggested Length of Time: 1 Block

Detailed Description/Instructions: Teacher goes over notes with the students covering the different elements of the communication process/cycle. When the notes are completed, students will work in small groups to create a scenario in which communication occurs. They will identify the different parts of the communication process/cycle within their scenario. They will then create a dialogue for their individuals to have so that they can completely show the communication process/cycle in use. The teacher can consider incorporating technology into the discussion to extend the conversation beyond the classroom.

Topic 4: Structure

These Engaging Experience options variably address this topic, so teachers should select 1 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 2 blocks.

Engaging Experience 1.A

Title: Structure

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students will analyze multiple former student videos for basic structure (introduction and components, main points, transitions, and conclusion). Students will submit synopsis of speech in terms of structure.

Engaging Experience 1.B

Title: Structure Continued

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students will analyze multiple TED Talk videos for basic structure (introduction and components, main points, transitions, and conclusion). Students will submit synopsis of speech in terms of structure.

Topic 5: Nonverbal

These Engaging Experience options variably address this topic, so teachers should select 2 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 2-3 blocks.

Engaging Experience 1.A

Title: Nonverbal Emotions

Suggested Length of Time: 1 Block

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

Engaging Experience 1.B

Title: Charades

Suggested Length of Time: 1 Block

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

Engaging Experience 1.C

Title: Listening

Suggested Length of Time: 1 Block

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Public Speaking Foundations	1.A: Show and Tell	Students bring 2-3 personally valuable items—monetary or sentimental—and share their significance in an informal class discussion to practice speaking in front of others.	3-4 blocks
	1.B: Introduce a Classmate	Students are randomly paired and must interview one another to create a 1-2-minute speech of introduction that they will present in class.	
	1.C: Either/Or - Introduce Each Other	Students choose preferences from a list of binary options, then pair up with unfamiliar classmates to discuss responses and create an introductory speech. They may incorporate multimedia to enhance their presentation.	
	1.D: Fear of Public Speaking	Student groups research and compile strategies to overcome public speaking anxiety, then create a brochure or poster to display in the classroom all semester.	
2: Background	1.A: History of Speech	Students review public speaking terms, find a historical speech on YouTube, and write a discussion board synopsis post analyzing its purpose, setting, and effectiveness.	3-4 blocks
	1.B: Purpose of Speech	Students research a historically significant speech and create a multimedia presentation analyzing it through the 7 elements of the speech communication process.	
	1.C: Types of Speech and Speaking Conversation	After learning about different speech types, students pair up to discuss real-life scenarios requiring each type (e.g., persuading parents to extend curfew). They create examples for all speech types covered.	
3: Elements	1: Seven Elements of	Students review notes on the communication process/cycle, then work in small groups to create a scenario demonstrating its elements.	

	Communication Process	They develop a dialogue showcasing the process in action and may use technology to extend the discussion beyond the classroom.	
4: Structure	1.A: Structure	Students will analyze multiple former student videos for basic structure (introduction and components, main points, transitions, and conclusion). Students will submit synopsis of speech in terms of structure.	2 blocks
	1.B: Structure Continued	Students will analyze multiple TED Talk videos for basic structure (introduction and components, main points, transitions, and conclusion). Students will submit synopsis of speech in terms of structure.	
5: Nonverbal	1.A: Nonverbal Emotions	Students learn about nonverbal communication and its impact on public speaking. They act out scenarios using facial expressions, gestures, and posture to convey meaning without speaking, optionally incorporating media.	2-3 blocks
	1.B: Charades	Students will be using their nonverbal skills to participate in a Charades activity. They will work in teams and use this opportunity as a competition among the class. Students will be given various words, movies, television shows, etc.	
	1.C: Listening	Students take a listening survey to assess their skills, followed by a discussion on listening types and their role in communication and public speaking. They play a game of telephone to observe how information changes when passed along, concluding with a discussion on message accuracy.	
Engaging Scenario: Students will compare and contrast two presidential speeches from the past. They will evaluate the speeches for key things: <i>•What style did the speaker use? •What was the occasion of the speech? •What was the purpose of the speech? •How was the speech adjusted by the occasion? and •What nonverbal techniques were used?</i> Students will view the videos and post to a discussion board their analysis of the two speakers or turn in a handwritten summary.			1-2 blocks

Unit 2: Entertain and Special Occasion

Subject: Speech

Grade: 11-12

Name of Unit: Entertain and Special Occasion

Length of Unit: 10 blocks

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

Priority Standards for unit:

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

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	4
	Creating

Supporting Standards for unit:

- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Essential Questions:

1. How can I organize my message so that it makes sense to my audience?
2. What strategies work best to communicate the meaning I want my audience to understand?
3. How can I connect multiple points to support my overall message?

Enduring Understandings:

1. Effective public speakers analyze their audiences in order to adapt their message.
2. Effective public speakers have a clear thesis statement, establish credibility, show passion and emotion, and deliver in a logical manner.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● Ceremonial ● Commemorative Speech ● Impromptu ● Speech of Introduction ● Toasts

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 4 blocks

Option 1: Students will write and perform a tribute speech. Suggested time limit is 3-5 minutes and visual aids are strongly encouraged. The purpose of this assignment is to pay tribute to someone or something you love. Your goal should be to get others to admire your subject, too. Identifying and effectively using supporting evidence, selecting and using effective organizational patterns, extemporaneous speaking style, and understanding and using emotional and logical appeals will be emphasized.

Option 2: Students choose from a variety of special occasion speech options. Students will write a 3-5 minute speech for the occasion they have chosen. Students will highlight and reflect positively on a subject. They will construct and organize thoughts and stories related to the subject and related to the occasion of the speech. Possible choices include a eulogy, anniversary speech, accepting/ presenting an award to someone, or a best man/ maid of honor. Specific attention should be given to the audience and occasion.

Rubric for Engaging Scenario:

- [Peer Review Rubric](#)
- [Sample Rubric](#)
- [Best Man Maid of Honor Rubric](#)

Topic 1: Types

These Engaging Experience options variably address this topic, so teachers should select 1 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 2-3 blocks

Engaging Experience 1.A

Title: Oral Interpretation

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.B

Title: Nonverbal

Suggested Length of Time: 1 Block

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

Topic 2: Purpose

These Engaging Experience options variably address this topic, so teachers should select 1 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 2-3 blocks

Engaging Experience 1.A

Title: Listening Skill for Audience

Suggested Length of Time: 1 Block

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

Engaging Experience 1.B

Title: Analyzing Purpose of Special Occasion Speeches

Suggested Length of Time: 2 blocks

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Types	1.A: Oral Interpretation	Students watch forensic HI and Poetry Out Loud videos to analyze the blend of acting and speaking in Oral Interpretation. They discuss and apply nonverbal communication techniques in their own presentations.	2-3 blocks
	1.B: Nonverbal	In small groups, students convey simple commands using only nonverbal communication. After presenting, they discuss the benefits and challenges of communicating without words.	
2: Purpose	1.A: Listening Skill for Audience	Students learn about different types of listening, take a self-assessment, and participate in an activity passing information through a group to evaluate retention and listening effectiveness. They analyze how listening purpose—comprehension, appreciation, etc.—affects recall.	2-3 blocks
	1.B: Analyzing Purpose of Special Occasion Speeches	Students watch special occasion speeches, analyzing how they meet audience and event expectations. They discuss ways to enhance the speeches for greater impact.	
Engaging Scenario: Students will write and deliver a 3-5 minute speech that highlights and reflects positively on a chosen subject, focusing on effective organization, supporting evidence, and emotional and logical appeals. They may either perform a tribute speech honoring someone or something they admire or select a special occasion speech, such as a eulogy, anniversary toast, or award presentation. Visual aids are encouraged, and students should tailor their speech to the audience and occasion while practicing an extemporaneous speaking style.			4 blocks

Unit 3: Research

Subject: Speech

Grade: 11-12

Name of Unit: Research

Length of Unit: 10 blocks

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

Priority Standards for Unit:

11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
The student will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
The student will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating

The student will avoid plagiarism and overreliance on any one source.	1
	Understanding
The student will follow a standard format for citation.	2
	Applying

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

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will delineate a speaker’s argument and claims.	3
	Analyzing
The student will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
The student will pose and respond to questions that probe reasoning and evidence.	3
	Analyzing
The student will ensure a hearing for a full range of positions on a topic or issue.	1
	Understanding
The student will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing

The student will promote divergent and creative perspectives.	2
	Applying

Supporting Standards for unit:

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

Essential Questions:

1. What methods can I use to find information that shifts or transforms my viewpoint?
2. How can I determine the difference between a credible source and a non-credible source?
3. What is the proper way to verbally reference information obtained from different sources throughout my research?
4. How can I speak about a topic using research to support my point?
5. How do I engage in civil discourse?
6. How can I resolve conflict respectfully?
7. How can I seek out credible resources?

Enduring Understandings:

1. A comprehensive research process encompasses reference materials, scholarly journals, and reliable online sources.
2. Reliable sources pass the CRAAP test: the information contained in the source is current, relevant, backed by authority, accurate, and is written with purpose.
3. Oral cites include reference to the author's name, qualifications, source material, and date.
4. Effective public speakers integrate information by using the Toulmin Method: they make a claim, support that claim with credible information, and they explain to the audience how that information supports their claim.
5. Effective communicators are able to agree to disagree: listening to opposing views without rushing to judgement.
6. Effective communicators actively explore perspectives from differing viewpoints and recognize that not all information available online is accurate

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Citations ● Fact Cards ● Outline ● Source Cards ● Statistics ● Testimony ● Visual Aids ● Works Cited	● Credibility ● Ethos ● Logic ● Logos ● Verbal Citations

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 2 blocks

Students will work with teachers given resources to highlight important facts/details from that information. Students will then take those facts/details and create example fact sheets (use excel or google sheets). They will also take the source information and create example source categories on that spreadsheet. The challenge to the students would be to identify what is important to a topic and what is not and to organize their information/ sources to prepare for putting a speech together.

Topic 1: Foundations

These Engaging Experience options variably address this topic, so teachers should select 2 to 3 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 3-4 blocks.

Engaging Experience 1.A

Title: TED Talk

Suggested Length of Time: 1 Block

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

Engaging Experience 1.B

Title: Commercials/Advertisement

Suggested Length of Time: 1 Block

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

Engaging Experience 1.C

Title: Public Speaking

Suggested Length of Time: 2 blocks

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

Topic 2: Types

These Engaging Experience options variably address this topic, so teachers should select 1 or both of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 2-3 blocks.

Engaging Experience 1.A

Title: Interview

Suggested Length of Time: 2 blocks

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

Engaging Experience 1.B

Title: Public Addresses

Suggested Length of Time: 1 Block

Detailed Description/Instructions: Students will identify different types of research that current public speakers incorporate in their authentic presentations. For example, students will view real-world speeches that occur in the school, are televised nationally, and published on various internet sites and live presentations given in the community. Students will discuss their findings in small group or large group settings.

Topic 3: Documentation

Engaging Experience 1

Title: Verbal Citations

Suggested Length of Time: 1 block

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

Engaging Experience 2

Title: Written Citations

Suggested Length of Time: 1 block

Detailed Description/Instructions: Students work in groups to complete activities that ask them to identify and complete correct citations from various sources. Students may incorporate the use of a citing website to aid them in their work.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Foundations	1.A: TED Talk	Students analyze TED Talks to identify how speakers use Ethos (credibility), Logos (logic), and Pathos (emotion), discussing their findings individually or in groups.	3-4 blocks
	1.B: Commercials/ Advertisement	Students examine Super Bowl ads and magazine advertisements to identify Ethos, Pathos, and Logos in marketing, using examples like the 9/11 Clydesdale commercial.	
	1.C: Public Speaking	Individually, students observe a live or recorded public speaking event—such as a debate or ceremony—and analyze the use of Ethos, Logos, and Pathos for class discussion.	
2: Types	1.A: Interview	Students develop interview questions by identifying key information gaps and considering the purpose of an interview. They also explore how interviews have evolved and predict future trends.	2-3 blocks
	1.B: Public Addresses	Students analyze real-world speeches from various sources to identify research methods used by public speakers. They discuss their findings in small or large groups.	
3: Documentation	1: Verbal Citations	Students research topics and practice verbally citing sources to enhance credibility. They learn to introduce sources effectively and apply this skill to sample speech openings.	1 block
	2: Written Citations	Students work in groups to complete activities that ask them to identify and complete correct citations from various sources. Students may incorporate the use of a citing website to aid them in their work.	1 block

Engaging Scenario: Students will work with teachers given resources to highlight important facts/details from that information. Students will then take those facts/details and create example fact sheets (use excel or google sheets). They will also take the source information and create example source categories on that spreadsheet. The challenge to the students would be to identify what is important to a topic and what is not and to organize their information/ sources to prepare for putting a speech together.	2 blocks
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Unit 4: Informative

Subject: Speech

Grade: 11-12

Name of Unit: Informative

Length of Unit: 20 blocks

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

Priority Standards for Unit:

11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
The student will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
The student will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating

The student will avoid plagiarism and overreliance on any one source.	1
	Understanding
The student will follow a standard format for citation.	2
	Applying

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

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will delineate a speaker’s argument and claims.	3
	Analyzing
The student will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
The student will pose and respond to questions that probe reasoning and evidence.	3
	Analyzing
The student will ensure a hearing for a full range of positions on a topic or issue.	1
	Understanding
The student will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing

The student will promote divergent and creative perspectives.	2
	Applying

Supporting Standards for unit:

- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Essential Questions:

1. What methods can I use to find information that shifts or transforms my viewpoint?
2. How can I determine the difference between a credible source and a non-credible source?
3. What is the proper way to verbally reference information obtained from different sources throughout my research?
4. How can I speak about a topic using research to support my point?
5. How do I engage in civil discourse?
6. How can I resolve conflict respectfully?
7. How can I seek out credible resources?

Enduring Understandings:

1. A comprehensive research process encompasses reference materials, scholarly journals, and reliable online sources.
2. Reliable sources pass the CRAAP test: the information contained in the source is current, relevant, backed by authority, accurate, and is written with purpose.
3. Oral cites include reference to the author's name, qualifications, source material, and date.
4. Effective public speakers integrate information by using the Toulmin Method: they make a claim, support that claim with credible information, and they explain to the audience how that information supports their claim.
5. Effective communicators are able to agree to disagree: listening to opposing views without rushing to judgement.
6. Effective communicators actively explore perspectives from differing viewpoints and recognize that not all information available online is accurate

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analyze ● Citations ● Demonstration ● Informative ● Multimedia ● Outline ● Research ● Technology ● Visual Aids ● Works Cited	● Cause and Effect Organization ● Chronological Organization ● Spatial Organization ● Speech about Concept ● Speech about Event ● Speech about Object ● Speech about Process ● Topical Organization

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 4-5 blocks for Informative Speech - 4-5 blocks for Demonstration Speech

Required: Students will perform an Informative Speech. Students have the option to use a visual aid for this speech, but must use a visual aid for the informative speech and / or the persuasive speech. Students will use the research they collected from the previous unit to create their informative speech. Students will create fact cards, oral cites, and a works cited page for the speech. Students should practice their delivery before performing the speech. Speeches will be 5-7, 6-8, or 7-9 minutes (student choice and teacher discretion)

Optional: The second scenario will be an Informative Speech about a process (Demonstration Speech).. Students will think of a skill that can be shown to the class. Students will prepare an outline listing out the chronological steps that go with the skill. Students will practice and perform the speech in front of the class. The speeches will vary between 8-12 minutes.

Rubric for Engaging Scenario:

- [Sample Rubric](#)
- [Peer Review Rubric](#)
- [Informative Speech Rubric](#)
- [Demonstration Speech Rubric](#)

Topic 1: Types

These Engaging Experience options variably address this topic, so teachers could select 2-3 of these Experiences as is appropriate for timing and student needs. Suggested length of time for this Topic: 3-5 blocks.

Engaging Experience 1.A

Title: Informative Types

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students take out a notecard and identify 3 nouns and write them on the card. The cards are then collected by the teacher and passed out randomly. The students then have to write thesis statements for those terms for a type of informative speech. Example would be a process, event, object, or concept thesis statement for the words pig, car, and football (ex. “In today’s speech I will be showing you the basic fundamentals of playing the tight end position in football.”).

Engaging Experience 1.B

Title: Past Examples

Suggested Length of Time: 1 Block

Detailed Description/Instructions: Students will view an informative speech from past courses. They will view the speech and discuss what makes the speech an informative process, topic, event, or concept. If no past examples are available, the videos should be pulled from internet sources. Students will be able to differentiate between the types of informative speeches and determine which approach is best suited for a specific informative topic. The teacher may elect for the students to watch the videos at home and come back to class prepared to discuss.

Engaging Experience 1.C

Title: Practice

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students will practice informing or demonstrating a task by choosing from a list of topics provided by the teacher. Students will quickly develop a speech and perform it for their peers. Topics could include: tying a shoe, changing a car tire, basic rules of baseball or other sports, building a campfire, getting in better shape, teaching the audience how to play a board game, etc.

Topic 2: Organizational Methods

Engaging Experience 1

Title: Outlines

Suggested Length of Time: 1-2 blocks

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

Engaging Experience 2

Title: Employing Organization

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Using previously created topic note cards, students will pick a topic card and develop a hypothetical topic with main points and apply various methods of organization. They will summarize and defend their choices for the hypothetical situation in front of the class. The teacher could have students create a multimedia project to better explain the activity.

Example:

- Topic: pigs
- Type of Information speech: object
- Methods of organization:
 - topical - 3 different types of pigs
 - chronological - lifecycle of a pig
 - spatial - different parts of the pig, etc.

Topic 3: Demonstration

These Engaging Experiences prepare students for the Demonstration option of the unit's Engaging Scenario. These Engaging Experience options variably address this topic, so teachers could select 1 or both of these Experiences as is appropriate for timing, student needs, and which version of the Engaging Scenario students will complete. Suggested length of time for this Topic: 3-4 blocks.

Engaging Experience 1.A

Title: How-To Shows

Suggested Length of Time: 1-2 blocks

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

Engaging Experience 1.B

Title: Exploring Various Technologies

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students will explore various technology avenues (i.e. Prezi, PowerPoint, Google Slides, Canva, etc.). Students will take information they have researched and find visuals to enhance their explanation of that information. Students will work to create a visual aid that enhances their speech and will practice delivering their speech while using the visual aid.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Types	1.A: Informative Types	Students write thesis statements for three randomly assigned nouns, creating informative speech topics (e.g., process, event, object, or concept).	3-5 blocks
	1.B: Past Examples	Students watch and analyze an informative speech, identifying its type (process, topic, event, or concept) and discussing the best approach for a given topic.	
	1.C: Practice	Students select a topic from a provided list, quickly develop an informative or demonstration speech, and present it to their peers.	
2: Organizational Methods	1: Outlines	Students research their informative speech topics, create two outlines using different organizational patterns (Spatial, Topical, Chronological, or Cause and Effect), and select the most effective one for their speech.	1-2 blocks
	2: Employing Organization	Using topic note cards, students choose a card, develop a hypothetical topic with main points, and apply organizational methods. They present and defend their choices, possibly using a multimedia project.	1-2 blocks
3: Demonstration	1.A: How-To Shows	Students watch how-to shows to evaluate how visual aids enhance understanding, discussing their findings in small groups.	3-4 blocks
	1.B: Exploring Various Technologies	Students explore various technologies (e.g., Prezi, PowerPoint) to create a visual aid that complements their researched information and practice delivering their speech with it.	

Engaging Scenario: Students will deliver an Informative Speech using research, visual aids, and proper citations. As an alternative or additional option, students may give a Demonstration Speech, explaining a skill with a chronological outline.	4-5 blocks
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Unit 5: Persuasive

Subject: Speech

Grade: 11-12

Name of Unit: Persuasive

Length of Unit: 25 blocks

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

Priority Standards for Unit:

11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
The student will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
The student will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating
The student will avoid plagiarism and overreliance on any one source.	1
	Understanding

The student will follow a standard format for citation.	2
	Applying

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

Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will delineate a speaker’s argument and claims.	3
	Analyzing
The student will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
The student will pose and respond to questions that probe reasoning and evidence.	3
	Analyzing
The student will ensure a hearing for a full range of positions on a topic or issue.	1
	Understanding
The student will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing
The student will promote divergent and creative perspectives.	2
	Applying

Supporting Standards for unit:

- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Essential Questions:

1. What methods can I use to find information that shifts or transforms my viewpoint?
2. How can I determine the difference between a credible source and a non-credible source?
3. What is the proper way to verbally reference information obtained from different sources throughout my research?
4. How can I speak about a topic using research to support my point?
5. How do I engage in civil discourse?
6. How can I resolve conflict respectfully?
7. How can I seek out credible resources?

Enduring Understandings:

1. A comprehensive research process encompasses reference materials, scholarly journals, and reliable online sources.
2. Reliable sources pass the CRAAP test: the information contained in the source is current, relevant, backed by authority, accurate, and is written with purpose.
3. Oral cites include reference to the author's name, qualifications, source material, and date.
4. Effective public speakers integrate information by using the Toulmin Method: they make a claim, support that claim with credible information, and they explain to the audience how that information supports their claim.
5. Effective communicators are able to agree to disagree: listening to opposing views without rushing to judgement.
6. Effective communicators actively explore perspectives from differing viewpoints and recognize that not all information available online is accurate

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Credibility • Ethos • Fallacy • Logos • Pathos • Propaganda • Support Material	• Question of Fact • Question of Policy • Question of Value

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 4-5 blocks

Students will identify a topic, research that topic, and present a persuasive speech. Students will speak from 5-7, 6-8, or 7-9 minutes (student choice and teacher discretion). They will be able to identify if the topic is one of Fact, Value, or Policy. They will create a Thesis for that topic. They will identify three main points in support of the topic. They will create an outline and works cited page for the topic. They will incorporate verbal citations when presenting their information. Students will incorporate and focus on their Ethos (Credibility), Pathos (Emotion), and Logos (Logic) while researching and presenting their information. Visual aids are optional, but if students did not use a visual aid for the informative speech, they must use one for the persuasive.

If teachers would like, they can add steps of [Monroe's Motivated Sequence](#), which would include identifying a Need, a Plan to fix that need, and demonstrating the Practicality of that Plan.

Rubric for Engaging Scenario:

- [Sample Rubric](#)
- [Peer Review Rubric](#)
- [Persuasive Speech Rubric](#)

Topic 1: Types

Engaging Experience 1

Title: Types of Persuasive Speeches

Suggested Length of Time: 1 block

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

Engaging Experience 2

Title: More Types of Persuasive Speeches

Suggested Length of Time: 1 block

Detailed Description/Instructions: Students will view 2 to 3 YouTube videos or videos of previous student speeches. They will discuss whether or not the speech was one of Fact, Value, or Policy. They will discuss in small groups what each speech was and what made it a speech of Fact, Value, or Policy. They will then present the information to the class. The final step in the process would be the ability to identify what their topic fits under for their persuasive speech.

Engaging Experience 3

Title: Even More Types of Persuasive Speeches

Suggested Length of Time: 2 blocks

Detailed Description/Instructions: Students will work in small groups to create questions of fact, value, and policy over current political, state, national, or worldly events. They will then work with their small group to present their various questions to the audience. Through this they will be able to show an understanding of various types of persuasive speeches and have the ability to create questions/thesis statements for those various questions. On the first day, students would research events and discuss among their small groups. On the second day, students present findings to the class and discuss among the whole class.

Topic 2: Thinking Methods

Engaging Experience 1

Title: Current Events Showing Need

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions: Students will identify a current event state, nationally, or worldly that has a call to action. The first day will require the students to research the current event to understand the problem. They will look at that problem and identify the facts of the situation that will thus prove there is a Need for a change. Students will be able to present their information to small and large group settings.

Engaging Experience 2

Title: Current Events Showing a Plan

Suggested Length of Time: 1-2 blocks

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

Engaging Experience 3

Title: Current Event Practicality

Suggested Length of Time: 1-2 blocks

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

Topic 3: Qualities

Recommendation: Teachers can either have the Sales Speech as an optional activity or they can incorporate recording and technology to save time while following district guidance regarding recording and technology usage.

Engaging Experience 1

Title: Ethos, Pathos, Logos

Suggested Length of Time: 1 block

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

Engaging Experience 2

Title: Sales Speech

Suggested Length of Time: 3 blocks

Detailed Description/Instructions: Students will take their knowledge of Ethos, Pathos, and Logos and use it to create their own infomercial. Individually, students will create a sales pitch for a product. They may choose to use an existing product in the field or create a new product, never before seen or used. In class or outside of class, students will work to create a 1 to 2-minute commercial selling their product. Students could also present the information in an informal speech to the class. Students should focus on their Ethos, Pathos, and Logos in creating the commercial and selling the product.

- [Monroe Motivated Sequence \(Sales Speech Rubric\)](#)

Topic 4: Theories

Engaging Experience 1

Title: Cognitive Dissonance/Conditioning

Suggested Length of Time: 2 blocks

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

Engaging Experience 2

Title: Persuasive Techniques

Suggested Length of Time: 1 block

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

Engaging Experience 3

Title: Audience Needs

Suggested Length of Time: 1 block

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

Topic 5: Line of Reasoning

Engaging Experience 1

Title: Propaganda

Suggested Length of Time: 1 block

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

Engaging Experience 2

Title: Line of Reasoning

Suggested Length of Time: 1 block

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Types	1: Types of Persuasive Speeches	Students categorize various persuasive speech types/questions in small groups, then amend their categorizations after reviewing others' work and present their findings to the class.	1 block
	2: More Types of Persuasive Speeches	Students watch 2-3 videos of speeches, categorize them as Fact, Value, or Policy, and discuss their analysis in groups before presenting to the class.	1 block
	3: Even More Types of Persuasive Speeches	In small groups, students create questions of Fact, Value, and Policy on current events, research them, and present their findings to the class, demonstrating their understanding of persuasive speech types and thesis creation.	2 blocks
2: Thinking Methods	1: Current Events Showing Need	Students research a current event with a call to action, identifying the facts and the need for change, then present their findings to small and large groups.	1-2 blocks
	2: Current Events Showing a Plan	Students then develop a plan to address the identified need, ensuring it doesn't create further issues, and evaluate how it effectively solves the problem.	1-2 blocks
	3: Current Event Practicality	In small groups, students assess the practicality of their proposed plan and present their findings with a multimedia or visual aid. The class uses a plus/delta model to evaluate the strengths and weaknesses of each plan.	1-2 blocks
3: Qualities	1: Ethos, Pathos, Logos	Students analyze infomercials or commercials to identify Ethos, Pathos, and Logos, applying their knowledge of these persuasive elements to evaluate how credibility, emotion, and logic are used in the ads.	1 block
	2: Sales Speech	Students then create their own 1-2 minute infomercial, using Ethos, Pathos, and Logos to pitch an existing or original product,	3 blocks

		presenting the commercial or sales pitch to the class.	
4: Theories	1: Cognitive Dissonance/ Conditioning	Students learn about Cognitive Dissonance and Conditioning, then create a 2-3 minute speech that introduces doubt (cognitive dissonance) about an issue and offers a solution to resolve it.	2 blocks
	2: Persuasive Techniques	The teacher will provide notes over Persuasive Techniques that you can use within persuasion. Students will view commercials and listen to speeches to identify the different techniques used and how they were used within the speeches and commercials.	1 block
	3: Audience Needs	Students explore audience needs in persuasion, analyzing commercials and speeches to identify how different needs are addressed, helping them understand what motivates people to be persuaded and make changes.	1 block
5: Line of Reasoning	1: Propaganda	Students watch commercials to identify propaganda techniques, then share their findings using think-pair-share and work in pairs to find additional examples. They present their research and definitions of the propaganda types in a multimedia presentation.	1 block
	2: Line of Reasoning	Students analyze historic and contemporary political speeches to identify the reasoning used by speakers. They then work in groups to develop counterarguments, presenting these and further countering them using their own reasoning.	1 block
Engaging Scenario: Students research a topic and deliver a 5-9 minute persuasive speech, identifying whether it's based on Fact, Value, or Policy. They create a thesis, outline, and works cited page, incorporating verbal citations. Students focus on Ethos, Pathos, and Logos in their speech and may use a visual aid (required if not used in the informative speech).			4-5 blocks

Unit 6: Group Communication

Subject: Speech

Grade: 11-12

Name of Unit: Group Communication

Length of Unit: 10 blocks

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

Priority Standards for Unit:

11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
The student will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
The student will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating
The student will avoid plagiarism and overreliance on any one source.	1
	Understanding

The student will follow a standard format for citation.	2
	Applying

Supporting Standards for unit:

- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Essential Questions:

1. What methods can I use to find information that shifts or transforms my viewpoint?
2. How can I determine the difference between a credible source and a non-credible source?
3. What is the proper way to verbally reference information obtained from different sources throughout my research?
4. How can I speak about a topic using research to support my point?

Enduring Understandings:

1. A comprehensive research process encompasses reference materials, scholarly journals, and reliable online sources.
2. Reliable sources pass the CRAAP test: the information contained in the source is current, relevant, backed by authority, accurate, and is written with purpose.
3. Oral cites include reference to the author's name, qualifications, source material, and date.
4. Effective public speakers integrate information by using the Toulmin Method: they make a claim, support that claim with credible information, and they explain to the audience how that information supports their claim.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Problem-solving ● Leadership	● Consensus ● Hidden Agenda ● Maintenance Needs ● Procedural Needs ● Reflective Thinking Method ● Round-Table ● Symposium ● Task Needs

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 4-5 blocks

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

Rubric for Engaging Scenario:

- [Group Speech Rubric](#)

Topic 1: Types of Leadership

Engaging Experience 1

Title: Kinds of Leadership

Suggested Length of Time: 1 block

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

Topic 2: Functions of Leadership

Engaging Experience 1

Title: Have a Heart

Suggested Length of Time: 1 block

Detailed Description/Instructions: Students will begin the process of working in a group by participating in this activity. Students will divide up into small groups of 3-4 students. They will be presented with information about six possible candidates for a heart replacement. Before they meet the possible candidates, they will identify the wants and desires of the group:

- What are the important details in making this decision?
- What will be their criteria in making this decision?
- How will they determine a final decision for their group?

Groups should also set a short agenda on what they want to do first, second, third, etc. Groups will then meet the candidates and begin to evaluate each candidate based on the criteria they deemed to be important in the decision-making process. The Maintenance of the need will be very important in this setting as all members need to be heard and have their opinions valued. After each member has had an opportunity to speak, groups will determine who the heart will go to and why. Be able to present their reasoning and selection to the rest of the class at the end of the block.

[Have a Heart Activity](#)

Topic 3: Argumentation

Engaging Experience 1

Title: Agree/Disagree

Suggested Length of Time: 1 block

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

Topic 4: Analysis

Engaging Experience 1

Title: Small/ Large Group Observation

Suggested Length of Time: 2 blocks

Detailed Description/Instructions: Students will either be assigned or self-select small groups. Each group will be assigned all areas of the high school that are either strengths or weaknesses (i.e., academics, school spirit, discipline, school lunch, teacher responsiveness to student needs, etc.) Also, the teacher has discretion to add or delete from these suggested categories. The students will evaluate these categories and make recommendations. Each group will present recommendations to the class in the form of a large group discussion or small group presentation to the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Types of Leadership	1: Kinds of Leadership	Students learn about four types of small group leadership, then discuss them in groups using a plus/delta model to evaluate the pros and cons. They also reflect on personal experiences to identify the leadership types used and their outcomes.	1 block
2: Functions of Leadership	1: Have a Heart	Students work in small groups to evaluate six candidates for a heart replacement. They first identify criteria for making the decision and set an agenda. After meeting the candidates, they discuss and evaluate them based on their criteria, ensuring all opinions are heard. The group then decides on a candidate and presents their reasoning to the class.	1 block
3: Argumentation	1: Agree/Disagree	Students write discussion topics or questions on note cards, which may be controversial. The teacher reads each topic aloud, and students move to one of four corners (Agree, Disagree, Strongly Agree, Strongly Disagree). They then discuss their positions and reasoning, fostering open discussion and respectful debate.	1 block
4: Analysis	1: Small/ Large Group Observation	Students will work in small groups, either assigned or self-selected, to evaluate various aspects of the high school (e.g., academics, school spirit, discipline, lunch, teacher responsiveness). Groups will make recommendations for improvement and present their findings to the class through a group discussion or presentation.	2 blocks
Engaging Scenario: Students work in small groups to research and present a topic (e.g., Balanced Scorecard, Newscast, Conspiracy Theories, etc.), setting agendas, creating roles, and using technology as needed. They collaborate on the presentation and present it to a large group.			4-5 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.