

**CORE UNITS:**

- [Personality Box Speech](#)
- [Nomination - Acceptance Speech](#)
- [Pet Peeve Speech](#)
- [Pantomime Presentation](#)
- [Personal Experience Speech](#)
- Rotary Speech
- [Farewell Speech](#)

Grade, Subject: 9-12; Speech I	Strand (Unit): The Personality Box Speech
Big Idea: Using personal physical objects creates connections and adds visual impact to personal speeches.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create an effective outline that corresponds to my personality box speech?</li> <li>● How can I write a purpose statement for my specific speech?</li> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> <li>● They must organize and develop an effective speech outline that will correspond to their Personality Box speech</li> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>
<p><u>Vocabulary:</u></p> <p>Speech purpose statement Transition words / Phrases Outline format Introduction / Attention Grabber Conclusion / Clincher</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Personality Box speech</li> <li>● Develop a Personality Box outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> </ul>

	<ul style="list-style-type: none"> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>
<p>Assessments:</p> <ul style="list-style-type: none"> <li>* Graded Personality Box Speech Evaluation</li> <li>* Textbook Reading / Ch.9</li> <li>* Class Activities</li> </ul>	
<p>Resources:</p> <p>Exemplar Texts: Textbook: <i>Speech for Effective Communication</i></p> <p>Supplemental Texts: Toastmaster Articles</p> <p>Additional: <i>Speech Intros and Conclusions</i> video</p>	

Grade, Subject: 9-12; Speech I	Strand (Unit): The Nomination - Acceptance Speech
Big Idea: Using varied facial expressions and enthusiasm makes one's speech more effective.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12.E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create an effective outline that corresponds to my nomination-acceptance speech?</li> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...)</u></p> <ul style="list-style-type: none"> <li>● They can organize and develop an effective speech outline that will correspond to their Nomination-Acceptance speech</li> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>

<p><u>Vocabulary:</u> Figurative / Literal comparison Demographic Data Stage Fright</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Nomination-Acceptance speech</li> <li>● Develop a Nomination-Acceptance outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>* Graded Nomination-Acceptance Speech Evaluation</li> <li>* Textbook Reading / Ch.11</li> <li>* Class Activities</li> </ul>	
<p><u>Resources:</u> Exemplar Texts: Textbook: <i>Speech for Effective Communication</i> Supplemental Texts: Toastmaster Articles Additional: <i>N/A</i></p>	

<p>Grade, Subject: 9-12; Speech I</p>	<p>Strand (Unit): The Pet Peeve Speech</p>
<p>Big Idea: Using a variety of hand gestures enhances a speech presentation.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create an effective outline that corresponds to my Pet Peeve speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> <li>● They can organize and develop an effective speech outline that will correspond to their Pet Peeve speech</li> </ul>

<ul style="list-style-type: none"> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<ul style="list-style-type: none"> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>
<p><u>Vocabulary:</u> Diction Impromptu speeches Manuscript speech Extemporaneous speech</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Pet Peeve speech</li> <li>● Develop a Pet Peeve outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>
<p>Assessments:</p> <ul style="list-style-type: none"> <li>* Graded Pet Peeve Speech Evaluation</li> <li>* Textbook Reading / Ch.13</li> <li>* Class Activities</li> </ul>	
<p>Resources: Exemplar Texts: Textbook: <i>Speech for Effective Communication</i> Supplemental Texts: Toastmaster Articles Additional: <i>Body Language</i> video</p>	

Grade, Subject: 9-12; Speech I	Strand (Unit): The Pantomime Presentation
Big Idea: Effective body movements, in conjunction with varied facial expressions and exaggerated gestures, allows speakers to tell stories with their bodies and enhances speech presentations.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	

- **CC.1.5.11–12.B** Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CC.1.5.11–12E** Adapt speech to a variety of contexts and tasks.

Essential Questions:

- How can I create an effective outline that corresponds to my Pantomime?
- How can I write a purpose statement for my Pantomime?
- How can I be a good audience member when people are giving their presentations?
- How can I control my fear when presenting my Pantomime?

Concepts/Understandings (SWKT...):

- They can organize and develop an effective speech outline that will correspond to their Pantomime performance
- Creating notecards can effectively enhance their speech presentation
- A purpose statement should correspond to the speech they are giving
- They can control their fear in public speaking situations
- Being an attentive listener is essential in an audience member.

Vocabulary:

Pantomime  
Verbal / Non Verbals

Competencies/Skills (SW...):

- Deliver a Pantomime performance
- Develop a Pantomime sketch that corresponds to a musical selection
- write notecards that correspond to their speech
- Develop a purpose statement that corresponds to their specific speech
- Control their fear when public speaking
- Become good audience members and give pertinent feedback to speakers

Assessments:

- \* Graded Pantomime performance Evaluation
- \* Textbook Reading / Ch.2
- \* Class Activities

Resources:

Exemplar Texts: Textbook: *Speech for Effective Communication*  
Supplemental Texts: Toastmaster Articles  
Additional: *Red Skelton Pantomimes* video

Grade, Subject: 9-12; Speech I	Strand (Unit): The Personal Experience Speech
<p>Big Idea: Using effective body movement, strong vocals , exaggerated gestures, and varied facial expressions, in conjunction with storytelling, lends itself to an effective speech presentation.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create an effective outline that corresponds to my Personal Experience speech?</li> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...)</u></p> <ul style="list-style-type: none"> <li>● They can organize and develop an effective speech outline that will correspond to their Personal Experience speech</li> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>
<p><u>Vocabulary:</u>  Resonance - Resonators  Bone vs. Cavity resonators  Articulation  Pronunciation  Pitch  Melody  Vocal Range, quality  Circumflex  Connotation / Denotation  Sublanguage  Paralanguage  Masking</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Personal Experience speech</li> <li>● Develop a Personal Experience outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>

<p>Assessments:</p> <ul style="list-style-type: none"> <li>* Graded Personal Experience Speech Evaluation</li> <li>* Textbook Reading / Ch. 3</li> <li>* Class Activities</li> </ul>
<p>Resources:</p> <p>Exemplar Texts: Textbook: <i>Speech for Effective Communication</i></p> <p>Supplemental Texts: Toastmaster Articles</p> <p>Additional: <i>Speak</i> video</p>

Grade, Subject: 9-12; Speech I	Strand (Unit): The Persuasive Speech
<p>Big Idea: The ability to use persuasive language, as well as using other persuasive techniques, which can sway different types of audience members to your way of thinking effectively.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create a specific, effective outline that corresponds to my Persuasive speech?</li> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...)</u></p> <ul style="list-style-type: none"> <li>● They can organize and develop a specific, effective speech outline that will correspond to their Persuasive speech</li> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>

<p><u>Vocabulary:</u>                  Fact vs. Opinion                  Expert Opinion / Testimonial                  Logical reasoning                  Emotional Appeal                  Types of audiences                  Statement of reason                  Thesis Statement                  Inductive vs Deductive Approach                  Problem-Solution Method                  Comparative Advantage Method                  Criteria-Satisfaction Method                  Monroe Motivated Sequence</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Persuasive speech</li> <li>● Develop a Persuasive outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>
<p>Assessments:</p> <ul style="list-style-type: none"> <li>* Graded Persuasive Speech Evaluation</li> <li>* Textbook Reading / Ch.15</li> <li>* Class Activities</li> </ul>	
<p>Resources:</p> <p>Exemplar Texts: Textbook: <i>Speech for Effective Communication</i>                  Supplemental Texts: Toastmaster Articles                  Additional: <i>N/A</i></p>	

<p>Grade, Subject: 9-12; Speech I</p>	<p>Strand (Unit): The Farewell Speech</p>
<p>Big Idea: A speech can be an effective tool for summarizing events and saying goodbye to an audience.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> <li>● <b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● <b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</li> <li>● <b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>● <b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</li> </ul>	

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I create an effective outline that corresponds to my Farewell speech?</li> <li>● How can I create effective note cards to enhance my speech presentation?</li> <li>● How do I become both an attentive listener, as well as a good audience member when people are giving speeches?</li> <li>● How can I control my fear of speaking in front of others when I give my speech?</li> </ul>	<p><u>Concepts/Understandings (SWKT...)</u></p> <ul style="list-style-type: none"> <li>● They can organize and develop a specific, effective speech outline that will correspond to their Farewell speech</li> <li>● Creating notecards can effectively enhance their speech presentation</li> <li>● A purpose statement should correspond to the speech they are giving</li> <li>● They can control their fear in public speaking situations</li> <li>● Being an attentive listener is essential in an audience member.</li> </ul>
<p><u>Vocabulary:</u> Summarization</p>	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> <li>● Deliver a Farewell speech</li> <li>● Develop a Farewell outline</li> <li>● write notecards that correspond to their speech</li> <li>● Develop a purpose statement that corresponds to their specific speech</li> <li>● Control their fear when public speaking</li> <li>● Become good audience members and give pertinent feedback to speakers</li> </ul>
<p>Assessments: Graded Farewell speech</p>	
<p>Resources: Exemplar Texts: Textbook: <i>Speech for Effective Communication</i> Supplemental Texts: Toastmaster Articles Additional: <i>N/A</i></p>	