

# Public Speaking: Unit 3: Cover Bands Don't Change the World (Argumentative)

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to use logical reasoning in order to analyze problems and develop solutions.</li> <li>Students will demonstrate the ability to understand the principle of cause and effect in order to explain causal relationships</li> <li>Students will demonstrate the ability to think critically in order to identify fact from unverified information.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>English - RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Social Studies - D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>Social Studies - D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning.</p> <p>English - RI.11-12.1 Cite strong and thorough textual</p> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |
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| <p>evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>English - RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>English - RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>English - RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>English - RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>English - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>English - W.11 -12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>English - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>English - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>English -W.11-12.5 Develop and strengthen writing as</p> | <p>stimulate critical thinking and sustained interest.</p> <ul style="list-style-type: none"> <li>• thinking, speaking, and listening require both mental and physiological energy</li> <li>• clearly defined parameters and limitations often foster increased creativity and innovation.</li> <li>• effective presentations incorporate visual elements and engaging strategies to enhance comprehension and interest.</li> <li>• Presentations are less effective when they lack emotional resonance or meaningful connection.</li> <li>• visual imagery is often more effective than text alone.</li> <li>• overly dense presentation slides can detract from the speaker's central message.</li> <li>• the brain does not perform multiple complex tasks simultaneously (multitasking) but rather shifts attention rapidly between tasks.</li> <li>• lasting impact depends on an audience's engagement and investment.</li> <li>• a speaker is more effective when he/she is transparent, authentic, and appropriately vulnerable.</li> <li>• a speaker must create his/her own masterpiece, reflecting originality, intentionality, and intellectuality.</li> </ul> | <ul style="list-style-type: none"> <li>• citing textual evidence to support explicit and inferential analysis</li> <li>• determining central ideas in a text identifying how they develop, interact, and build</li> <li>• analyzing complex ideas identifying how they interact and develop in a text</li> <li>• analyzing and evaluating the effectiveness of a text's structure</li> <li>• determining an author's point of view or purpose in a text</li> <li>• writing arguments to support claims with valid reasoning and relevant evidence</li> <li>• writing clear and accurate informative/explanatory texts</li> <li>• writing effective, structured, detailed narratives to develop real or imagined experiences or events</li> <li>• producing clear and coherent writing appropriate to task, purpose, and audience</li> <li>• developing and strengthening writing through planning, revising, editing, and rewriting</li> <li>• using technology to produce, publish, and update individual or shared writing products</li> <li>• answering a question or solving a problem through synthesized research</li> <li>• gathering and citing relevant information from multiple sources, assessing each source and integrating its information into the text</li> <li>• drawing evidence from texts to support analysis, reflection, and research</li> <li>• participating in a variety of discussions to express ideas clearly and persuasively</li> <li>• integrating multiple sources of information evaluating the credibility and accuracy of each source</li> <li>• evaluating a speaker's point of view, reasoning, and use of evidence</li> <li>• presenting information and evidence while conveying a perspective with a line of reasoning and addressing opposing perspectives</li> <li>• making strategic use of digital media</li> <li>• adapting speech to a variety of contexts and tasks</li> </ul> |
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| <p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>English - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>English - W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>English - W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>English - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>English - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>English - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>English - SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points</p> | <p><u>vocabulary:</u><br/>cognitive backlog, "Binge Watching Theory," "The Rule of Three," chunking, "Picture Superiority Effect"</p> |  |
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| <p>of emphasis, and tone used.</p> <p>English - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English - SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>English - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> |  |                                                                                                                                                                                                         |
| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                   |
| N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <p><i>communicate clearly</i></p> <p><i>use and manage information</i></p> <p><i>work creatively with others</i></p> <p><i>be self-directed learners</i></p> <p><i>apply technology effectively</i></p> |

| Stage 2 - Evidence         |                            |
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| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials