Curriculum Framework

Course Title: Public Speaking

Board Approval Date: October 14, 2026

Credit / Hours: .5 - English Credit

Course Description: Public Speaking is designed to provide students with the knowledge and skills to be more effective and confident public speakers in both formal (e.g. academic and occupational) and informal settings. Students will be introduced to a wide variety of applications of the spoken word including: impromptu, informative, persuasive, and entertaining speaking. Students will learn how to analyze the effectiveness of various forms of speaking as critical audience members, and then apply that knowledge to write and present their own speeches to diverse audiences. The speech writing process will involve research, evaluation of sources and arguments, outlining, drafting, revising/editing, and the final presentation.

In addition to creating speeches, students will learn how to incorporate effective visual aids to match their spoken words and enhance the impact of their speech. The course will also help students develop the “soft skills” of communication that are necessary in professional settings such as interviews and the workplace. This course counts as half an English credit, but it MUST be scheduled in conjunction with another English course to fulfill the necessary 4.0 years of English courses.

Prerequisites: Students must have earned proficient or advanced on the Keystone Literature Exam.

Learning Activities / Modes of Assessment: Performance tasks, quizzes, weekly bell-ringers, in-class discussions and applications, etc.

Instructional Resources: *Public Speaking Matters* (3rd edition) - McGraw Hill, chapter guided notes and slides, supplemental speeches (e.g. TED.com), etc.

Unit One: The Practice of Public Speaking	
Time Frame	3 Weeks
Student Learning Outcomes	<u>Chapter One:</u> The student will: ● Consider the benefits of public speaking ● Understand public speaking as a type of communication ● Trace the history of public speaking ● Acknowledge the fear of public speaking ● Appreciate the importance of ethical speaking ● Prepare to succeed by using this text to build their public speaking ability <u>Chapter Two:</u> The student will: ● Understand why public speaking can be frightening ● Recognize speech anxiety as a form of stress ● Consider how to use stress to their advantage ● Prepare to succeed by managing speech anxiety effectively <u>Chapter Three:</u> The student will: ● Understand the importance of listening ● Describe the listening process ● Identify the forms of listening ● Prepare to succeed by helping their audience listen better <u>Chapter Four:</u> The student will: ● Know what it means to speak ethically ● Earn and keep their listeners' trust ● Confront ethical challenges ● Avoid plagiarism ● Prepare to succeed by applying ethical principles to every skill in this course <u>Chapter Twenty:</u>

	The student will: ● Distinguish among methods of delivery ● Practice speaking impromptu ● Rehearse an extemporaneous speech ● Practice speaking from a manuscript ● Memorize a presentation ● Prepare to succeed by learning to think on their feet
Essential Questions	● Chapter One: Why study public speaking? ● Chapter Two: How can speech anxiety be overcome? ● Chapter Three: Why is listening important in relation to public speaking? ● Chapter Four: Why is it important to speak ethically, and what does it look like to do so? ● Chapter Twenty: What strategies can be used to effectively rehearse different types of speeches?
Content	● Chapter One: Adapt for Speaking Success ● Chapter Two: Manage Speech Anxiety ● Chapter Three: Practice and Promote Effective Listening ● Chapter Four: Speak Ethically ● Chapter Twenty: Choose and Rehearse a Method of Delivery
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quiz ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards: ● CC.1.5.11–12.B ● CC.1.5.11–12.D ● CC.1.5.11–12E ● CC.1.5.11–12.G
Key Vocabulary	Academic/Concept Vocabulary Chapter One: ● Intrapersonal communication ● Interpersonal communication

	● Small group communication ● Mass communication ● Public speaking ● Transactional ● Sender ● Encode ● Context ● Receivers ● Decode ● Frame of reference ● Message ● Channel ● Feedback ● Noise ● Rhetoric ● Sophists ● Computer-mediated communication ● Public speaking anxiety ● Ethics <u>Chapter Two:</u> ● Flight-or-fright response ● Stress ● Stresor ● Anticipatory anxiety ● Visualization ● Desensitization <u>Chapter Three:</u> ● Listening ● Hearing ● HURIER model (hearing, understanding, remembering, interpreting, evaluating, & responding) ● Appreciative listening ● Informational listening ● Critical listening ● Empathetic listening ● Pseudolistening

	● External noise ● Internal noise ● Receiver apprehension ● Close-mindedness <u>Chapter Four:</u> ● Ethics ● Ethnocentric ● Credibility ● Goodwill ● Defamation ● Libel ● Slander ● Plagiarism ● Incremental plagiarism ● Verbal footnote ● Pathwork plagiarism ● Global plagiarism <u>Chapter Twenty:</u> ● Impromptu speech ● Extemporaneous speech ● Scripted speech ● Memorized speech ● Reader's voice
Materials/ Resources	● Public Speaking Matters (3rd edition) - McGraw Hill ● Chapter Guided Notes and Slides ● Supplemental Speeches (e.g. TED.com)

Unit Two: Getting Started with Your Speech	
Time Frame	1.5 Weeks
Student Learning Outcomes	Chapter Five: The student will: ● Know who their listeners are ● Understand their listeners' situation ● Consider ways to gather audience information ● Adapt to their audience ● Prepare to succeed by applying audience analysis to a successful speech Chapter Six: The student will: ● Articulate the general purpose of their speech ● Brainstorm potential topics ● Choose a specific topic ● State their specific purpose ● Identify their thesis statement ● Prepare to succeed by finding the best topic for them
Essential Questions	● Chapter Five: How can speeches be adapted to specific audiences? ● Chapter Six: How are effective speech purposes and topics determined?
Content	● Chapter Five: Know and Adapt to Your Audience ● Chapter Six: Determine Your Purposes and Select a Topic
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quiz ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12.D ● CC.1.5.11–12E ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards:

	● CC.1.5.11–12.B ● CC.1.5.11–12.G
Key Vocabulary	Academic/Concept Vocabulary <u>Chapter Five:</u> ● Audience ● Audience analysis ● Stereotypes ● Demographic traits ● Age ● Sex and sexual orientation ● Race and ethnicity ● Physical and mental capabilities ● Economic status ● Culture ● Values ● Individualistic culture ● Collectivistic culture ● Context ● Low-context culture ● High-context culture ● Need for certainty ● Tolerance for uncertainty ● Power distance ● High-power distance culture ● Low-power distance culture ● Time orientation ● Long-term orientation ● Short-term orientation ● Psychological characteristics ● Attitudes ● Beliefs ● Social values <u>Chapter Six:</u> ● General purpose

	● Informative speaking ● Persuasive speaking ● Speech of entertainment ● Speech of introduction ● Special occasion speech ● Brainstorming ● Specific purpose ● Thesis statement
Materials/ Resources	● Public Speaking Matters (3rd edition) - McGraw Hill ● Chapter Guided Notes and Slides ● Supplemental Speeches (e.g. TED.com)

Unit Three: Speaking to Inform, Supporting Your Speech, & Organizing and Developing Your Speech	
Time Frame	5 Weeks
Student Learning Outcomes	<u>Chapter Fourteen:</u> The student will: ● Understand what it means to inform ● Select a type of informative speech ● Choose a method of informing ● Fit their method of informing into an organizational pattern ● Rehearse their delivery ● Speak ethically ● Bring it all together in an informative speech ● Prepare to succeed by becoming a critical consumer of research <u>Chapter Seven:</u> The student will: ● Assess the forms of support they need ● Locate supporting materials online ● Take advantage of library resources ● Make a personal observation ● Conduct a survey ● Create effective research notes ● Prepare to succeed by finding the right materials for their needs <u>Chapter Eight:</u> The student will: ● Distinguish among types of sources ● Evaluate the merits of supporting material ● Avoid the confirmation bias ● Incorporate supporting material effectively ● Prepare to succeed by becoming a critical consumer of research <u>Chapter Nine:</u> The student will: ● Gather the details necessary to cite their sources ● Deliver verbal footnotes ● Use an appropriate style manual to create a bibliography

	● Establish the credibility of their sources ● Prepare to succeed by giving credit where credit is due <u>Chapter Ten:</u> The student will: ● Understand the benefits of outlining ● Identify the components of an outline ● Follow the guidelines for creating an effective preparation outline ● Draft a presentation outline ● Create a speaking outline ● Prepare to succeed by crafting a user-friendly outline <u>Chapter Eleven:</u> The student will: ● Articulate their main points ● Support their main points with subpoints ● Incorporate effective transitions ● Understand the options for organizing the body of their speech ● Prepare to succeed by selecting the right organizational strategy <u>Chapter Thirteen:</u> The student will: ● Know why their words matter ● Create clear and credible language ● Speak ethically and civilly ● Connect with their listeners ● Prepare to succeed by making their speech personal <u>Chapter Twelve:</u> The student will: ● Capture their listeners' attention ● Build their credibility ● Preview their main points ● Signal the end of their speech ● Summarize their central message ● Create a memorable moment ● Prepare to succeed by making their speech personal
Essential	● <u>Chapter Fourteen:</u> How is an informative speech developed?

Questions	● Chapter Seven: How can supporting materials for a speech be located? ● Chapter Eight: What makes supporting materials credible? ● Chapter Nine: How are supporting materials cited in a speech? ● Chapter Ten: How are different types of outlines used to prepare a speech? ● Chapter Eleven: What strategies can be used to organize the body of a speech? ● Chapter Thirteen: How can language be used intentionally to enhance a speech? ● Chapter Twelve: What strategies can be used to introduce and conclude a speech?
Content	● Chapter Fourteen: Speak to Inform ● Chapter Seven: Locate Supporting Materials ● Chapter Eight: Evaluate Supporting Materials ● Chapter Nine: Cite Sources in Your Speech ● Chapter Ten: Outline Your Speech ● Chapter Eleven: Organize the Body of Your Speech ● Chapter Thirteen: Use Language Expertly ● Chapter Twelve: Introduce and Conclude Your Speech
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quizzes ● Annotated Bibliography ● Speech Outline(s) ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12.B ● CC.1.5.11–12.C ● CC.1.5.11–12.D ● CC.1.4.11–12.C ● CC.1.4.11–12.D ● CC.1.4.11–12.I ● CC.1.4.11–12.W ● CC.1.5.11–12E ● CC.1.5.11–12.G ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards: ● CC.1.4.11–12.V

	● CC.1.4.11–12.T
Key Vocabulary	Academic/Concept Vocabulary <u>Chapter Fourteen:</u> ● Information hunger ● Define ● Denotative meaning ● Connotative meaning ● Etymology ● Synonyms ● Antonyms ● Describe ● Representation ● Narration ● Explain ● Demonstrate <u>Chapter Seven:</u> ● Supporting material ● Claims ● Factual claim ● Conceptual claim ● Opinion claim ● Statistics ● Definitions ● Examples ● Quotations ● Narratives ● General search engine ● Research search engine ● Web portal ● Databases ● Key terms ● Call number ● Periodicals ● Survey

	● Interview ● Questionnaire ● Research notes <u>Chapter Eight:</u> ● Relevance ● Credibility ● Objectivity ● Subjectivity ● Accuracy ● Currency ● Completeness ● Confirmation bias ● Confirmatory evidence ● Disconfirmatory evidence ● Analogy ● Literal analogy ● Figurative analogy ● Verbatim ● Paraphrasing <u>Chapter Nine:</u> ● Citation ● Verbal footnote ● Bibliography/reference list/works cited list <u>Chapter Ten:</u> ● Preparation/formal outline ● Speaking/key word outline ● Introduction ● Body of the speech ● Main points ● Subpoints ● Transitions ● Conclusion ● Bibliography ● The rule of subordination ● The rule of division

	Chapter Eleven: ● Signpost ● Preview ● Summary ● Topic/categorical pattern ● Time/chronological pattern ● Space/spatial pattern ● Cause-effect pattern ● Problem-solution pattern Chapter Thirteen: ● Symbolic ● Arbitrary ● Denotative meaning ● Connotative meaning ● Idioms ● Slang ● Jargon ● Deception ● Threats ● Slander ● Hate speech ● Power ● Concrete language ● Abstract language ● Active voice ● Passive voice ● Acronyms ● Abbreviations ● Clichés ● Fillers ● Mixed metaphors ● Metaphor ● Malapropism ● Euphemism ● Powerful speech

	● Powerless speech ● Disclaimers ● Hedges ● Tag questions ● Hesitations ● Intensifiers ● Formal address terms ● Figures of speech ● Allusion ● Analogy ● Hyperbole ● Metaphor ● Simile ● Irony ● Oxymoron ● Personification ● Understatement ● Onomatopoeia ● Rhetorical question ● Speech schemes ● Alliteration ● Anastrophe ● Antithesis ● Repetition ● Assonance ● Asyndeton ● Parallelism <u>Chapter Twelve:</u> ● Rhetorical question
Materials/ Resources	● Public Speaking Matters (3rd edition) - McGraw Hill ● Chapter Guided Notes and Slides ● Supplemental Speeches (e.g. TED.com)

Unit Four: Speaking to Persuade & Presenting Your Speech	
Time Frame	4.5 Weeks
Student Learning Outcomes	Chapter Fifteen: The student will: ● Understand what it means to persuade ● Select a type of persuasive speech ● Choose a method of persuading ● Use an effective organizational pattern ● Rehearse their delivery ● Practice ethical persuasive speaking ● Bring it all together in a persuasive speech Chapter Sixteen: The student will: ● Maximize their credibility ● Identify the parts of an argument ● Consider various types of arguments ● Avoid logical fallacies ● Adapt to their audience ● Prepare to succeed by choosing the right argument for their situation Chapter Twenty-One: The student will: ● Pay attention to their personal appearance ● Monitor their facial expressions and eye contact ● Use movement and gestures deliberately ● Speak at an appropriate rate, volume, and pitch ● Keep their voice clear and fluent ● Use their body and voice effectively in virtual presentations ● Prepare to succeed by looking and sounding confident even when they're nervous
Essential Questions	● Chapter Fifteen: How is a persuasive speech developed? ● Chapter Sixteen: What does persuasion look like in practice? ● Chapter Twenty-One: How can body language and voice be used to enhance a speech?

Content	● Chapter Fifteen: Speak to Persaude ● Chapter Sixteen: Practice Persuasiveness ● Chapter Twenty-One: Use Your Body and Voice Effectively
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quiz ● Annotated Bibliography ● Speech Outline(s) ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12.B ● CC.1.5.11–12.C ● CC.1.5.11–12.D ● CC.1.4.11–12.C ● CC.1.4.11–12.D ● CC.1.4.11–12.I ● CC.1.4.11–12.J ● CC.1.4.11–12.W ● CC.1.5.11–12E ● CC.1.5.11–12.G ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards: ● CC.1.4.11–12.V ● CC.1.4.11–12.T
Key Vocabulary	Academic/Concept Vocabulary Chapter Fifteen: ● Persuasion ● Persuasive speaking ● Beliefs ● Actions ● Propositions ● Proposition of fact ● Proposition of evidence ● Proposition of policy

	● Forms of rhetorical proof ● Ethos ● Pathos ● Logos ● Reason ● Inductive reasoning ● Deductive reasoning ● Self-actualization needs ● Esteem needs ● Social needs ● Safety needs ● Psychological needs ● Elaboration likelihood model ● Central processing ● Peripheral processing ● Expectancy value theory ● Cognitive dissonance theory ● Cause-ffect ● Problem-soltuion ● Refutational approach ● Comparative advantage model ● Monroe's motivated sequence <u>Chapter Sixteen:</u> ● Trustworthiness ● Dynamism ● Argument ● Factual claim ● Conceptual claim ● Value claim ● Opinion claim ● Evidence ● Warrant ● Authoritative warrant ● Motivational warrant ● Substantive warrant

	● Deductive argument ● Syllogism ● Enthymeme ● Inductive argument ● Argument by analogy ● Argument by cause ● Cause-to-effect argument ● Effect-to-cause argument ● Argument by authority ● Logical fallacy ● Ad hominem attack ● Slippery slope fallacy ● Either/or fallacy ● False-cause fallacy ● Bandwagon appeal ● Hasty generalization ● Red herring fallacy ● Straw man fallacy ● Begging the question ● Non sequitur ● Appeal to false authority <u>Chapter Twenty-One:</u> ● Gestures ● Rate ● Volume ● Pitch ● Monotone voice ● Pronunciation ● Articulation ● Addition ● Deletion ● Transposition ● Substitution ● Slurring ● Fluency

	● Stuttering
Materials/ Resources	● Public Speaking Matters (3rd edition) - McGraw Hill ● Chapter Guided Notes and Slides ● Supplemental Speeches (e.g. TED.com)

Unit Five: Speaking in Small Groups, Speaking on the Job, & Using Presentation Aids Effectively	
Time Frame	2.5 Weeks
Student Learning Outcomes	Chapter Seventeen: The student will: ● Recognize small group communication ● Distinguish among the styles of group leadership ● Understand the roles of group membership ● Explain the process of group decision making ● Avoid the pitfalls of group communication ● Create a group presentation ● Prepare to succeed by appreciating the advantages of small group communication Chapter Eighteen: The student will: ● Deliver an impressive business presentation ● Lead a meeting effectively ● Communicate constructively in an employment interview ● Participate in a performance review ● Prepare to succeed by communicating ethically in the workplace Chapter Twenty-Two: The student will: ● Understand the benefits of presentation aids ● Identify the types of presentation aids ● Create compelling audiovisual aids ● Learn to use presentation software ● Design presentation aids for maximum impact ● Ensure the success of their delivery ● Prepare to succeed by making their presentation aids work for them rather than against them
Essential Questions	● Chapter Seventeen: What strategies can be used to effectively develop a small group speech? ● Chapter Eighteen: How can public speaking skills be used in the workplace? ● Chapter Twenty-Two: How can presentation aids be used to enhance a speech?
Content	● Chapter Seventeen: Speak in Small Groups ● Chapter Eighteen: Speak on the Job

	● Chapter Twenty-Two: Use Presentation Aids Effectively
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quiz ● Speech Outline(s) ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12.B ● CC.1.5.11–12.C ● CC.1.5.11–12.D ● CC.1.5.11–12.F ● CC.1.4.11–12.C ● CC.1.4.11–12.D ● CC.1.4.11–12.I ● CC.1.4.11–12.J ● CC.1.4.11–12.W ● CC.1.5.11–12E ● CC.1.5.11–12.G ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards: ● CC.1.4.11–12.V ● CC.1.4.11–12.T
Key Vocabulary	Academic/Concept Vocabulary Chapter Seventeen: ● Interdependent ● Antecedent stage ● Anticipatory stage ● Encounter stage ● Assimilation stage ● Exit stage ● Democratic style ● Autocratic style ● Laissez-faire style ● Roles

	● Task roles ● Relational roles ● Counterproductive roles ● Unanimous consensus ● Majority rule ● Minority rule ● Expert opinion ● Authority rule ● Stalemate ● False consensus ● Groupthink ● Social loafing ● Conflict ● Oral report ● Symposium ● Colloquium ● Forum <u>Chapter Eighteen:</u> ● Oral business report ● Oral business presentation ● Superiors ● Peers ● Subordinates ● Customers ● Communication channel ● Real time ● Agenda ● Open-ended questions ● Closed-ended questions ● Hypothetical questions ● Probing questions ● Equal Employment Opportunity Commission (EEOC) ● Bona fide <u>Chapter Twenty-Two:</u> ● Model

	• Text slide • Graphic slide • Table • Graph • Pie graph • Line graph • Bar graph • Pattern • Balance • Typeface • Font • Color • Order • White space • Unity
Materials/ Resources	• Public Speaking Matters (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g. TED.com)

Unit Five: Speaking in Small Groups, Speaking on the Job, & Using Presentation Aids Effectively	
Time Frame	.5 Weeks
Student Learning Outcomes	Chapter Nineteen: The student will: ● Appreciate the functions of special occasion speeches ● Understand the types of special occasion speeches ● Articulate their priorities for a special occasion speech ● Incorporate humor effectively ● Bring it all together in an introduction speech ● Prepare to succeed by adapting to the moment
Essential Questions	● Chapter Nineteen: How can principles of public speaking be used when speaking on special occasions/.
Content	● Chapter Nineteen: Speak on Special Occasions
Assessments	● Weekly Bell-Ringers ● In-Class Discussions and Applications ● Unit Quiz ● Speech Outline(s) ● Unit Performance Task
Standards	Priority Standards: ● CC.1.5.11–12E ● CC.1.4.11–12.C ● CC.1.4.11–12.D ● CC.1.5.11–12.G ● CC.1.5.11–12.A ● CC.1.2.11–12.J Supporting Standards: ● CC.1.5.11–12.F ● CC.1.4.11–12.V ● CC.1.4.11–12.T ● CC.1.4.11–12.T
Key Vocabulary	Academic/Concept Vocabulary

	<u>Chapter Nineteen:</u> ● Toast ● Dedication ● Nomination ● Introduction speech ● Tribute ● Sermon ● Keynote address ● Eulogy ● Commemorative speech ● After-dinner speech ● Roast ● Stand-up routine ● Anecdotes ● Puns ● Self-deprecation ● Tall tales ● Understatement
Materials/ Resources	● Public Speaking Matters (3rd edition) - McGraw Hill ● Chapter Guided Notes and Slides ● Supplemental Speeches (e.g. TED.com)

Danville Area School District
Course Overview and Scope and Sequence

Course Title: Public Speaking (Honors)
Content Area: English
Grade Level: 11th and 12th
Date Developed: Summer 2026
Board Approved: October 14, 2026

COURSE OVERVIEW: Public Speaking is designed to provide students with the knowledge and skills to be more effective and confident public speakers in both formal (e.g. academic and occupational) and informal settings. Students will be introduced to a wide variety of applications of the spoken word including: impromptu, informative, persuasive, and entertaining speaking. Students will learn how to analyze the effectiveness of various forms of speaking as critical audience members, and then apply that knowledge to write and present their own speeches to diverse audiences. The speech writing process will involve research, evaluation of sources and arguments, outlining, drafting, revising/editing, and the final presentation. In addition to creating speeches, students will learn how to incorporate effective visual aids to match their spoken words and enhance the impact of their speech. The course will also help students develop the “soft skills” of communication that are necessary in professional settings such as interviews and the workplace. This course counts as half an English credit, but it MUST be scheduled in conjunction with another English course to fulfill the necessary 4.0 years of English courses. Prerequisites: Students must have earned proficient or advanced on the Keystone Literature Exam.
ANCHOR STANDARDS: CC.1.5.11–12E, CC.1.5.11–12.D, CC.1.5.11–12.C, CC.1.5.11–12.F, CC.1.5.11–12.G
KEY COURSE TEXT AND MATERIALS: *Public Speaking Matters (3rd Edition)* - McGraw Hill
KEY ASSESSMENTS: Diagnostic: N/A Formative: Weekly Bell-Ringers, In-Class Discussions, and Applications Summative: Unit Quizzes and Performance Tasks

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit One: The Practice of Public Speaking (Textbook Chapters 1-4 & 20)	• CC.1.5.11–12.A • CC.1.2.11–12.J	• CC.1.5.11–12.B • CC.1.5.11–12.D • CC.1.5.11–12E • CC.1.5.11–12.G	• Weekly Bell-Ringers • In-Class Discussions and Applications • Unit Quiz • Unit Performance Task	• *Public Speaking Matters* (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g. TED.com)	3 Weeks
Unit Two: Getting Started with Your Speech (Textbook Chapters 5-6)	• CC.1.5.11–12.D • CC.1.5.11–12E • CC.1.5.11–12.A • CC.1.2.11–12.J	• CC.1.5.11–12.B • CC.1.5.11–12.G	• Weekly Bell-Ringers • In-Class Discussions and Applications • Unit Quiz • Unit Performance Task	• Public Speaking Matters (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g. TED.com)	1.5 Weeks
Unit Three: Speaking to Inform, Supporting Your Speech, & Organizing and Developing Your Speech (Textbook Chapters 14, 7-9, & 10-13)	• CC.1.5.11–12.B • CC.1.5.11–12.C • CC.1.5.11–12.D • CC.1.4.11–12.C • CC.1.4.11–12.D • CC.1.4.11–12.I • CC.1.4.11–12. W • CC.1.5.11–12E	• CC.1.4.11–12.V • CC.1.4.11–12.T	• Weekly Bell-Ringers • In-Class Discussions and Applications • Unit Quizzes • Annotated Bibliography	• Public Speaking Matters (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g.	5 Weeks

	• CC.1.5.11–12.G • CC.1.5.11–12.A • CC.1.2.11–12.J		• Speech Outline(s) • Unit Performance Task	TED.com) •	
Unit Four: Speaking to Persuade & Presenting Your Speech (Textbook Chapters 15-16 & 21)	• CC.1.5.11–12.B • CC.1.5.11–12.C • CC.1.5.11–12.D • CC.1.4.11–12.C • CC.1.4.11–12.D • CC.1.4.11–12.I • CC.1.4.11–12.J • CC.1.4.11–12. W • CC.1.5.11–12E • CC.1.5.11–12.G • CC.1.5.11–12.A • CC.1.2.11–12.J	• CC.1.4.11–12.V • CC.1.4.11–12.T	• Weekly Bell-Ringers • In-Class Discussions and Applications • Unit Quiz • Annotated Bibliography • Speech Outline(s) • Unit Performance Task	• Public Speaking Matters (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g. TED.com)	4.5 Weeks
Unit Five: Speaking in Small Groups, Speaking on the Job, & Using Presentation Aids Effectively (Textbook Chapters 17, 18, & 22)	• CC.1.5.11–12E • CC.1.4.11–12.C • CC.1.4.11–12.D • CC.1.5.11–12.G • CC.1.5.11–12.A • CC.1.2.11–12.J	• CC.1.5.11–12.F • CC.1.4.11–12.V • CC.1.4.11–12.T	• Weekly Bell-Ringers • In-Class Discussions and Applications • Unit Quiz • Speech Outline(s) • Unit Performance Task	• Public Speaking Matters (3rd edition) - McGraw Hill • Chapter Guided Notes and Slides • Supplemental Speeches (e.g. TED.com)	2.5 Weeks

Unit Six: Speaking on Special Occasions (Textbook Chapter 19)	●	●	●	●	1.5 Weeks