

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

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| Program Name | Wyoming Virtual Academy | Content Area | LA |
| Course ID | D-ENG-020V2-K | Grade Level | 9-12 |
| Course Name | Public Speaking | # of Credits | 0.5 |
| SCED Code | 01151G0.5011 | Curriculum Type | K12 Inc |

COURSE DESCRIPTION

Students are introduced to public speaking as an important component of their academic, work, and social lives.

They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | <u>BENCHMARK (Standard/Indicator)</u> Use the Standards and Benchmarks as Spreadsheets |
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| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.11-12.1.a | a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| L.11-12.1.b | b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.11-12.2.a | a. Observe hyphenation conventions. |
| L.11-12.2.b | b. Spell correctly |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.11-12.3.a | a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. |
| L.11-12.4.a | a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

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| L.11-12.4.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). |
| L.11-12.4.c | c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| L.11-12.4.d | d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.11-12.5.a | a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| L.11-12.5.b | b. Analyze nuances in the meaning of words with similar denotations. |
| L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| RI.11-12.1 | Cite strong and thorough textual 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. |
| RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently |
| 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. |
| 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. |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>). |
| 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. |
| 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. |
| 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. |

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| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| RL.11-12.1 | Cite strong and thorough textual 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. |
| RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| RL.11-12.8 | (Not applicable to literature) |
| 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 <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |

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| SL.11-12.1.a | a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| SL.11-12.1.b | b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed. |
| SL.11-12.1.c | c. 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. |
| SL.11-12.1.d | d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 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. |
| 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 of emphasis, and tone used. |
| 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. |
| 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. |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |
| 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. |
| W.11-12.1.a | a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| W.11-12.1.b | b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| W.11-12.1.c | c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |

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| W.11-12.1.d | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| W.11-12.1.e | e. Provide a concluding statement or section that follows from and supports the argument presented. |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 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. |
| W.11-12.2.a | a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| W.11-12.2.b | b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| W.11-12.2.c | c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| W.11-12.2.d | d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| W.11-12.2.e | e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| W.11-12.2.f | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| 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. |
| W.11-12.3.a | a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| W.11-12.3.b | b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| W.11-12.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| W.11-12.3.d | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| W.11-12.3.e | e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) |
| 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. |
| 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. |
| 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. |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.11-12.9.a | a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). |
| W.11-12.9.b | b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
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| Unit 1: The What and Why of Public Speaking Lesson 1: Course Introduction | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Review course requirements. Define public speaking as an act of communication between a single speaker and a larger audience. Brainstorm, outline, and draft a speech of introduction. Prepare a speech of introduction. |

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| | | Evaluate your responses by comparing your work to the self-check answers. |
| Unit 1: The What and Why of Public Speaking Lesson 2: Public Speaking in Daily Life | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10 | Draft a speech of introduction. Describe the right of United States' citizens to freedom of expression. Describe the right of U.S. citizens to freedom of expression. Identify purposes for public speaking. Identify types of speeches. Identify instances when public speaking skills can help accomplish personal goals. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 1: The What and Why of Public Speaking Lesson 3: The Elements of Public Speaking | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10 | Identify and analyze elements of speeches. Identify elements of a public speech. Analyze elements of a public speech. Brainstorm, outline, and draft a speech of introduction. Draft a speaking outline for a speech of introduction. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 1: The What and Why of Public Speaking Lesson 4: Effective Listening | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.4 W.11-12.5 W.11-12.10 | Describe and practice active listening skills. Identify effective listening skills. Describe and practice effective feedback. Practice effective listening skills. Describe effective feedback. Compare and contrast effective and ineffective feedback. |

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| | | <p>Practice using a rubric to provide effective feedback.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 1: The What and Why of Public Speaking Lesson 5: Discuss: The Function of Feedback | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.4 W.11-12.5 W.11-12.10 | Describe and practice effective feedback. Describe effective feedback. Compare and contrast effective and ineffective feedback. Understand the function of effective feedback. |
| Unit 1: The What and Why of Public Speaking Lesson 7: The Speaker-Listener Connection | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10 | Identify types of speeches. Identify elements of a public speech. Define public speaking. Describe and practice effective speaking techniques: eye contact, volume, and pacing. Describe the role of eye contact in effective public speaking. Compare and contrast effective and ineffective eye contact in public speaking. Describe the role of volume in effective public speaking. Describe the role of pacing and pauses in effective public speaking. Brainstorm, outline, and draft a speech of introduction. Draft a speech of introduction. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 1: The What and Why of Public Speaking Lesson 8: Managing Nervousness | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 | Manage communication apprehension through physical exercises. Practice delivering a speech of introduction, emphasizing effective eye contact, volume, and pacing. |

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| | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 | Evaluate your responses by comparing your work to the self-check answers. |
| Unit 1: The What and Why of Public Speaking Lesson 9: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 | <p>Describe and practice effective speaking techniques: eye contact, volume, and pacing.</p> <p>Practice delivering a speech of introduction, emphasizing effective eye contact, volume, and pacing.</p> <p>Listen to and view speeches of introduction.</p> <p>Deliver, record, and post a speech of introduction.</p> <p>Deliver a speech of introduction, emphasizing effective eye contact, volume, and pacing.</p> <p>View and give feedback on classmates' speeches of introduction.</p> <p>View classmates' speech of introduction.</p> <p>Use a rubric to provide effective feedback to speakers.</p> |
| Unit 1: The What and Why of Public Speaking Lesson 10: View, Reflect, and Plan | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.4 W.11-12.5 W.11-12.10 | <p>Read and respond to classmates' feedback.</p> <p>Read and respond to feedback from peers.</p> <p>Reflect on peer feedback and plan for improvement.</p> |
| Unit 2: Powerful Stories Lesson 1: What is a Narrative? | RI.11-12.3 RI.11-12.5 RI.11-12.7 RI.11-12.10 | <p>Review the assignments for this unit.</p> <p>Define narrative.</p> <p>Identify and analyze elements of narratives.</p> <p>Analyze the function of narratives in public speeches.</p> |

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| | | <p>Look at different examples of narratives in public speaking.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 2: Powerful Stories Lesson 2: Public Speaking - Not Public Writing | RI.11-12.5 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.9, a W.11-12.10 | <p>Compare and contrast diction and tone in oral and written language.</p> <p>Describe the advantages of using oral rather than written language when speaking in public.</p> <p>Describe and practice diction and tone appropriate to public speaking.</p> <p>Choose a story to retell.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 2: Powerful Stories Lesson 3: Stories That Resonate | RI.11-12.3 RI.11-12.5 RI.11-12.7 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.9, b W.11-12.10 | <p>Choose a narrative to retell.</p> <p>Identify elements of narratives.</p> <p>Analyze elements of narratives.</p> <p>Brainstorm, outline, and draft a retelling of a narrative.</p> <p>Identify the narrative elements of a chosen narrative.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 2: Powerful Stories Lesson 4: Know Your Audience | W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10 | <p>Describe the need for and then practice audience analysis.</p> <p>List reasons for analyzing audiences.</p> <p>Analyze an audience.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 2: Powerful Stories Lesson 5: Discuss: Narratives in Ads and Appeals | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 | <p>Identify and discuss the use of narratives used in advertisements and charitable appeals.</p> <p>Identify subtle bias in narratives used in advertisements and charitable appeals.</p> |

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| | W.11-12.9, b W.11-12.10 | <p>Discuss the use of narratives in advertisements and charitable appeals.</p> <p>Brainstorm, outline, and draft a retelling of a narrative.</p> |
| Unit 2: Powerful Stories Lesson 6: Managing Nerves | RI.11-12.3 RI.11-12.5 RI.11-12.10 W.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a | <p>Identify elements of narratives.</p> <p>Compare and contrast diction in oral and written language.</p> <p>List reasons for analyzing audiences.</p> <p>Describe the effects on speakers of being the center of attention.</p> <p>Manage communication apprehension through self-reinforcement statements.</p> <p>Practice self-reinforcement statements to counteract communication apprehension.</p> <p>Brainstorm, outline, and draft a retelling of a narrative.</p> <p>Draft a speaking outline for retelling the chosen narrative.</p> <p>Practice retelling the chosen narrative, emphasizing the use of oral language.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 2: Powerful Stories Lesson 8: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | <p>Deliver, record, and post a retelling of a narrative.</p> <p>Deliver a retelling of a narrative, emphasizing the use of oral language.</p> <p>Use a rubric to provide effective feedback to speakers.</p> <p>View and give feedback on classmates' retellings of narratives.</p> <p>View classmates' retelling of a narrative.</p> <p>Extend your knowledge of a topic through research.</p> |

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| <p>Unit 2: Powerful Stories Lesson 9: View, Reflect, and Plan</p> | <p>RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10</p> | <p>Read and respond to classmates' feedback. Read and reflect on peer feedback. Plan for the next unit's speaking assignment. Listen to effective narratives.</p> |
| <p>Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 1: The Impact of Personal Narratives</p> | <p>RI.11-12.5 RI.11-12.10</p> | <p>Review the assignments for this unit. Describe how personal narratives are used in speeches. View a model personal narrative speech. Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 2: Effective Introductions</p> | <p>W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.9, a W.11-12.10</p> | <p>Describe and write effective speech introductions. Describe effective speech introductions. Brainstorm, outline, and draft a personal narrative speech. Choose a personal narrative to adapt as a speech. Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 3: Developing Your Personal Narrative</p> | <p>W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.9, a W.11-12.10</p> | <p>Identify the narrative elements of a personal narrative. Adapt a personal narrative to the needs of a particular audience. Describe and write effective speech introductions. Write an effective speech introduction.</p> |
| <p>Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 4: Public Speaking and Self-Presentation</p> | <p>W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6</p> | <p>Describe and practice effective speaking techniques: self-presentation and posture.</p> |

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| | W.11-12.9, a W.11-12.10 | <p>Describe elements of effective self-presentation.</p> <p>Compare and contrast effective and ineffective posture.</p> <p>Practice effective posture.</p> <p>Brainstorm, outline, and draft a personal narrative speech.</p> <p>Draft a speaking outline for a personal narrative.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 5: Discuss: Set Aside Barriers to Listening | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10 | <p>Identify and discuss biases that inhibit communication.</p> <p>Identify biases that inhibit communication.</p> <p>Discuss the responsibility of listeners to identify and set aside personal biases that inhibit communication.</p> <p>Brainstorm, outline, and draft a personal narrative speech.</p> <p>Draft a speaking outline for a personal narrative.</p> <p>Practice a personal narrative, emphasizing effective posture and self-presentation.</p> <p>Develop the rough outline of your personal narrative into a speaking outline.</p> |
| Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 7: Managing Nerves: Helpful Distractions | W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10 | <p>Describe how personal narratives are used in speeches.</p> <p>Describe effective speech introductions.</p> <p>Compare and contrast effective and ineffective posture.</p> |

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| | | <p>Manage communication apprehension by practicing distraction techniques.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 8: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10 | <p>Deliver, record, and post a personal narrative speech.</p> <p>Practice a personal narrative, emphasizing effective posture and self-presentation.</p> <p>Deliver a personal narrative, emphasizing effective posture and self-presentation.</p> <p>Use a rubric to provide effective feedback to speakers.</p> <p>View and give feedback on classmates' personal narrative speeches.</p> <p>Listen to and view personal narrative speeches.</p> <p>View classmates' personal narrative speeches.</p> |
| Unit 3: What Do You Think? Connect to Listeners' Lives Lesson 9: View, Reflect, and Plan | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 | <p>Read and respond to classmates' feedback.</p> <p>Read and respond to feedback from peers.</p> <p>Plan for the next speaking assignment.</p> |
| Unit 4: Three Ways to Deliver a Speech Lesson 1: Stick to the Script, or Speak Off-the-Cuff? | RI.11-12.5 RI.11-12.10 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 | <p>Review the assignments for this unit.</p> <p>Compare and contrast scripted, extemporaneous, and impromptu speaking and describe circumstances in which each is effective.</p> <p>Listen to clips and read segments from effective speeches.</p> <p>Brainstorm, outline, and draft a personal narrative speech.</p> <p>Brainstorm, choose, and adapt a fiction excerpt to present as a dramatic reading.</p> |

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| | W.11-12.6 W.11-12.9, a-b W.11-12.10 | Read and then listen to an example of a dramatic reading. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 4: Three Ways to Deliver a Speech Lesson 2: How to Read, When You Read | RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a-b W.11-12.10 | Describe and practice effective scripted reading. Brainstorm, outline, and draft a personal narrative speech. Brainstorm, choose, and adapt a fiction excerpt to present as a dramatic reading. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 4: Three Ways to Deliver a Speech Lesson 3: Research Your Scripted Reading | RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, a-b W.11-12.10 | Identify primary and secondary research sources. Identify and record bibliographic information for primary and secondary sources. Brainstorm, outline, and draft a personal narrative speech. Brainstorm, choose, and adapt a fiction excerpt to present as a dramatic reading. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 4: Three Ways to Deliver a Speech Lesson 4: Acting and Speaking | RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 | Describe and practice effective speaking techniques: facial expressions and gestures. Brainstorm, outline, and draft a personal narrative speech. Brainstorm, choose, and adapt a fiction excerpt to present as a dramatic reading. Evaluate your responses by comparing your work to the self-check answers. |

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| | W.11-12.9, a-b W.11-12.10 | |
| Unit 4: Three Ways to Deliver a Speech Lesson 5: Discuss: Listening in One-Sided Conversations | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe and practice effective nonverbal feedback as a listener. Describe and practice effective nonverbal feedback. Discuss the role of listeners in a speaking event. |
| Unit 4: Three Ways to Deliver a Speech Lesson 7: Slow Down! | RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 | Compare and contrast scripted, extemporaneous, and impromptu speaking and describe circumstances in which each is effective. Identify primary and secondary research sources. Describe and practice effective speaking techniques: facial expressions and gestures. Describe and practice effective nonverbal feedback. Describe and practice effective scripted reading. Manage communication apprehension through marking the timing in a script. Brainstorm, choose, and adapt a fiction excerpt to present as a dramatic reading. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 4: Three Ways to Deliver a Speech Lesson 8: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 | Deliver, record, and post a dramatic reading of a scripted speech. Deliver, record, and share a scripted speech. Use a rubric to provide effective feedback to speakers. View and give feedback on classmates' dramatic readings. |

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| | W.11-12.10 | View classmates' scripted speech. |
| Unit 4: Three Ways to Deliver a Speech Lesson 9: View, Reflect, and Plan | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Read and respond to classmates' feedback. Read and reflect on peer feedback. Plan for the next speaking assignment. |
| Unit 5: Public Speaking for School and Work Lesson 1: Your Voice Represents You | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.10 | Review the assignments for the unit. Describe and practice techniques for successful voice-only communication: pacing, clarity, preparation, and professional demeanor. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 5: Public Speaking for School and Work Lesson 2: Volume and Pacing in Voice-Only Communication | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe and practice techniques for successful voice-only communication: pacing, clarity, preparation, and professional demeanor. |
| Unit 5: Public Speaking for School and Work Lesson 3: Preparing for Voice-Only Communication | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe and practice techniques for successful voice-only communication: pacing, clarity, preparation, and professional demeanor. Describe and practice note-taking during phone interviews. Brainstorm, draft, and practice two brief recorded phone messages. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 5: Public Speaking for School and Work Lesson 4: Discuss: Your Online Persona | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe how to maintain an effective online persona and list reasons for doing so. |

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| <p>Unit 5: Public Speaking for School and Work Lesson 6: What's the Matter with Verbal Clutter?</p> | <p>W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.10</p> | <p>Describe how to maintain an effective online persona and list reasons for doing so. Describe and practice note-taking during phone interviews. Prepare for voice-only communication through research. Describe and practice techniques for successful voice-only communication: pacing, clarity, preparation, and professional demeanor. Describe and practice effective speaking techniques: reducing verbal clutter. Brainstorm, draft, and practice two brief recorded phone messages. Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 5: Public Speaking for School and Work Lesson 7: Discuss: Make a Speech</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4</p> | <p>Deliver, record, and post two brief recorded messages. View and give feedback on classmates' recorded messages. Listen to and give feedback on classmates' recorded messages.</p> |
| <p>Unit 5: Public Speaking for School and Work Lesson 8: View, Reflect, and Plan</p> | <p>RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.10</p> | <p>Read and respond to feedback from peers. Read and reflect on peer feedback. Plan for the next speaking assignment.</p> |
| <p>Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions</p> | <p>W.11-12.2, a-f W.11-12.4 W.11-12.5</p> | <p>Review the assignments for this unit.</p> |

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| Lesson 1: Introductions: Beyond the Basics | W.11-12.6 W.11-12.10 | Describe the characteristics and functions of effective introductions. Brainstorm, draft, and practice an oral report or review with a simple visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 2: Guiding Listeners with Transitions | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe the characteristics and functions of effective transitions. Brainstorm, draft, and practice an oral report or review with a simple visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 3: Effective Conclusions | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Describe the characteristics and functions of effective conclusions. Brainstorm, draft, and practice an oral report or review with a simple visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 4: Reliable Resources and the Speaker's Credibility | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Explain how research in reliable sources strengthens speakers' credibility. Explain how citing research in reliable sources strengthens speakers' credibility. Brainstorm, draft, and practice an oral report or review with a simple visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 5: Discuss: It's Not All About You | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Discuss techniques for engaging and maintaining audience attention. Brainstorm, draft, and practice an oral report or review with a simple visual aid. |

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| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 6: Simple Visual Aids | W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Describe the characteristics and functions of effective introductions. Explain how research in reliable sources strengthens speakers' credibility. Explain how simple visual aids reinforce a speech's content. Describe and practice effective use of simple visual aids. Brainstorm, draft, and practice an oral report or review with a simple visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 8: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Deliver, record, and post an oral report or review with a simple visual aid. View and give feedback on classmates' recorded oral reports or reviews. |
| Unit 6: Effective Speaking: Introductions, Transitions, and Conclusions Lesson 9: View, Reflect, and Plan | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Read and reflect on peer feedback. Plan for the next speaking assignment. |

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| <p>Unit 7: You're the Expert: Informing Listeners</p> <p>Lesson 1: Organization: Why Bother?</p> | <p>W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10</p> | <p>Review the assignments for this unit.</p> <p>Describe the characteristics and functions of effective patterns of organization.</p> <p>Describe the characteristics and functions of speeches of demonstration or explanation.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners</p> <p>Lesson 2: Spatial and Causal Patterns of Organization</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p> | <p>Describe the characteristics and functions of effective patterns of organization: spatial, causal, narrative, and process.</p> <p>Brainstorm, draft, and practice a speech of demonstration or explanation with props.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners</p> <p>Lesson 3: Organization: Narratives and Process Speeches</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p> | <p>Describe the characteristics and functions of effective patterns of organization: spatial, causal, narrative, and process.</p> <p>Brainstorm, draft, and practice a speech of demonstration or explanation with props.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners</p> <p>Lesson 4: What Your Audience Needs to Know</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10</p> | <p>Analyze the audience's prior knowledge and apply findings to content and research.</p> <p>Brainstorm, draft, and practice a speech of demonstration or explanation with props.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |

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| <p>Unit 7: You're the Expert: Informing Listeners Lesson 5: Discuss: An Unspoken Contract</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10</p> | <p>Discuss how conducting research in reliable sources strengthens speakers' credibility. Discuss how conducting research in reliable sources strengthens a speaker's credibility. Brainstorm, draft, and practice a speech of demonstration or explanation with props.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners Lesson 7: Using Props in a Speech</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10</p> | <p>Explain how props reinforce content in a speech of demonstration or explanation. Describe and practice effective use of props. Draft a speaking outline and practice a speech of demonstration or explanation with props. Evaluate your responses by comparing your work to the self-check answers.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners Lesson 8: Discuss: Make a Speech</p> | <p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10</p> | <p>Deliver, record, and post a speech of demonstration or explanation with props. View and give feedback on classmates' recorded speeches of demonstration or explanation.</p> |
| <p>Unit 7: You're the Expert: Informing Listeners Lesson 9: View, Reflect, and Plan</p> | <p>RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3</p> | <p>Read and reflect on peer feedback. Plan for the next unit's speaking assignment.</p> |

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| | SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | |
| Unit 8: Making Your Point: Ways to Organize Lesson 1: Topical and Problem-Solution Patterns of Organization | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Review the assignments for this unit.</p> <p>Describe the characteristics and functions of effective patterns of organization: comparison-contrast, advantage-disadvantage, topical, and problem-solution.</p> <p>Describe the characteristics and functions of problem-solution speeches.</p> <p>Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 8: Making Your Point: Ways to Organize Lesson 2: Organizational Patterns That Compare | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Describe the characteristics and functions of effective patterns of organization: comparison-contrast, advantage-disadvantage, topical, and problem-solution.</p> <p>Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 8: Making Your Point: Ways to Organize Lesson 3: Effective Slide Presentations, Part 1 | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 | <p>Explain how slide presentations can support and enhance a speech's content.</p> <p>Describe and discuss basic techniques of effectively composing slide presentations.</p> <p>Describe and discuss basic techniques of effective slide presentation composition.</p> |

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| | W.11-12.8 W.11-12.9, b W.11-12.10 | Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 8: Making Your Point: Ways to Organize Lesson 4: Effective Slide Presentations, Part 2 | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Describe and discuss basic techniques of effectively composing slide presentations. Describe and discuss basic techniques of effective slide presentation composition. Explain how slides can support and enhance a speech's content. Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 8: Making Your Point: Ways to Organize Lesson 5: Discuss: Evaluate Problematic Slides | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Describe and discuss basic techniques of effective slide presentation composition. Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation. |
| Unit 8: Making Your Point: Ways to Organize Lesson 7: Live and in Person | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b | Describe the characteristics and functions of problem-solution speeches. Describe the characteristics and functions of effective patterns of organization: comparison-contrast, advantage-disadvantage, topical, and problem-solution. Describe and discuss basic techniques of effective slide presentation composition. |

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| | W.11-12.10 | <p>Describe and practice effective use of slide presentations in speeches.</p> <p>Describe and practice effective use of slides in speeches.</p> <p>Describe techniques for interacting effectively with live audiences.</p> <p>Brainstorm, research, draft, and practice a problem-solution speech with a brief slide presentation.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 8: Making Your Point: Ways to Organize Lesson 8: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 | Deliver and record a problem-solution speech, with a brief slide presentation, to a live audience. |
| Unit 8: Making Your Point: Ways to Organize Lesson 9: Read, Reflect, and Plan | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Read and reflect on feedback from a live audience. Plan for the next unit's speaking assignment. Read and reflect on feedback. |
| Unit 9: Speaking to Persuade Lesson 1: Speaking to Persuade | RI.11-12.3 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10 | Review the assignments for this unit. Describe the characteristics and functions of persuasive speeches. Evaluate your responses by comparing your work to the self-check answers. Listen to and read examples of persuading speeches and documents |

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| | | <p>from U.S foundational documents/speeches.</p> <p>Evaluate the effectiveness of U.S. foundational documents/speeches.</p> |
| Unit 9: Speaking to Persuade Lesson 2: Persuading Ethically | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11.12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, b W.11-12.10 | <p>Describe the ethical obligations of persuasive speakers.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 9: Speaking to Persuade Lesson 3: Listening Critically to Persuasive Speeches | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11.12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Identify fallacies in persuasive speech.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 9: Speaking to Persuade Lesson 4: Researching a Persuasive Topic | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11.12.1 RI.11-12.2 RI.11-12.4 | <p>Describe the ethical obligations of persuasive speakers.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |

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| | RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | |
| Unit 9: Speaking to Persuade Lesson 5: Discuss: Change Is a Gradual Process | SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Discuss the limits of persuasive speaking. |
| Unit 9: Speaking to Persuade Lesson 7: Your Credibility as a Persuasive Speaker | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Describe ways to convey credibility as a persuasive speaker. Brainstorm, research, draft, and practice a persuasive speech with a visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 9: Speaking to Persuade Lesson 8: Managing Nerves in High-Stakes Speeches | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Describe the characteristics and functions of persuasive speeches. Describe the ethical obligations of persuasive speakers. Identify fallacies in persuasive speech. Review techniques for managing communication apprehension. Describe techniques for handling audience questions. Brainstorm, research, draft, and practice a persuasive speech with a visual aid. |

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| | | Evaluate your responses by comparing your work to the self-check answers. |
| Unit 10: Methods of Persuasion Lesson 1: Appeals to the Heart | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11.12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Review the assignments for this unit.</p> <p>Identify and describe appeals to emotion in persuasive speaking.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 10: Methods of Persuasion Lesson 2: Appeals to the Mind | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Identify and describe appeals to logic in persuasive speaking.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 10: Methods of Persuasion Lesson 3: Coordinating the Speech's Content and Goals | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 | <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |

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| | W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | |
| Unit 10: Methods of Persuasion Lesson 4: Handling Audience Interruptions | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Describe techniques for handling audience questions.</p> <p>Describe techniques for handling hostile audience reactions.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> <p>Evaluate your responses by comparing your work to the self-check answers.</p> |
| Unit 10: Methods of Persuasion Lesson 5: Discuss: Assessing the Model Persuasive Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | <p>Evaluate and discuss a persuasive speech.</p> <p>Analyze your response to persuasive strategies.</p> <p>Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid.</p> |
| Unit 10: Methods of Persuasion Lesson 7: Managing Nerves in the Long Run | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 | <p>Describe long-term strategies for managing communication anxiety.</p> <p>Reflect on the course and consider next steps.</p> |

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| | RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9, b W.11-12.10 | Brainstorm, research a topic, draft, and practice a persuasive speech with a visual aid. Evaluate your responses by comparing your work to the self-check answers. |
| Unit 10: Methods of Persuasion Lesson 8: Discuss: Make a Speech | L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Deliver, record, and post a persuasive speech with a visual aid. Deliver, record, and share a persuasive speech. View and give feedback on classmates' recorded persuasive speeches. |
| Unit 10: Methods of Persuasion Lesson 9: View, Reflect, and Look Ahead | RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.10 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 | Read and reflect on peer feedback. Reflect on the course and consider next steps. |