Ledyard Public Schools
English/Humanities
Department Curriculum
Grade 9-12
Elective: Public Speaking

I. Description and Purpose of the course

Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. Activities involve preparing speeches to inform, entertain and persuade as well as panel discussions and oral interpretation of literature. This course is designed for all grade levels and experience.

II. Academic Expectations

Students of the humanities are expected to develop oral and written communication skills. Students will be instructed in researching and building arguments. They are also taught to consider opposing views and counterclaim and refute those claims in a respectful manner. The Public Speaking course allows students to hone their oral communication skills and to further develop their research and reasoning skills. Students will have the opportunity to become comfortable with speaking in public, create and argue specific points of view, develop their understanding of rhetoric, and develop their appreciation of diverse points of view.

Course Scope and Sequence

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Timeframe	Unit	Instructional Topics
15 days	Introduction to Speech	Topic 1: Climate in Class Topic 2: Background Topic 3: Elements Topic 4: Thinking Methods
8 days	Informative	Topic 1: Types Topic 2: Demonstrations
16 days	Argumentative/Persuasive	Topic 1: Types Topic 2: Qualities Topic 3: Theories
5 Days	Final Presentations	

Public Speaking Unit One

Grade Level: 9-12	Unit One: *Introduction to Public Speaking*	Timeline: 15 days

Unit Overview and Objective: Students of speech will gain basic background knowledge of Public Speaking. They will begin to understand the different types of speeches and their purposes. Students will learn more about the communication process and begin to understand how we incorporate various nonverbal skills into our speech

Essential Questions	1. What is the purpose of public speaking? 2. How do you overcome the fear of public speaking? 3. How do you determine the appropriate style for a particular audience?
Vocabulary	Body, Ceremonial, Conclusion, Impromptu, Informative, Introduction, Nonverbal, Persuasive, Question of Fact, Question of Policy, Question of Value

Priority Standards for Unit 1:

● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCS.ELASPEAKING&LISTENING.11-12.1

○ 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.

○ Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

○ 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.

○ 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.

● 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. CCS.ELA-SPEAKING&LISTENING.11-12.4

Supporting Standards:

● 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. CCSS.ELA-LANGUAGE.11-12.6

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

  ○ Create original works as a means of personal or group expression.

- 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. CCS.ELA-LANGUAGE.11-12.3

  ○ Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCS.ELA-LANGUAGE.11-12.5

  ○ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

  ○ Analyze nuances in the meaning of words with similar denotations.

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures.

  ○ Contribute to project teams to produce original works or solve problems.

- Students apply digital tools to gather, evaluate, and use information
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

  ○ Process data and report results.

Topic 1: Climate in Class	
Standards Addressed CCS.ELA-SPEAKING &LISTENING.11-12.4	**Application of Skills:** Show and Tell **Suggested Length of Time:** 1 Day Students will bring two to three items from home that have meaning to them. Some items may have monetary value and some may have sentimental value. Students will present the information to the class and begin the process of speaking in front of others. This should not be a formal type of speech but rather a conversation had among classmates. Link to activities/rubrics

Standards Addressed	
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4	**Application of Skills:** How to Interview **Suggested Length of Time:** 1 Day Students will think about what needs to be accomplished in an interview and create questions for said interview. Students will identify what is known, what needs to be known, and use those resources to form the questions. Students will explore how interviews have changed, are changing, and predict what they may look like in the future. Links to activities/rubrics

Standards Addressed	
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.1 CCSS.ELA-SPEAKING&LISTENING.11-12.4	**Application of Skills**: Either/Or and Introduce Classmate **Suggested Length of Time:** 2 Days The teacher will present a series of options for the students and they will list these options on a sheet of paper. Do you like Coke or Pepsi? Students write down Pepsi, etc. After a number of options the students will take their sheet and partner up with another student in the class, preferably someone they have never met before. Students will use the sheet and answers on the sheet to begin conversations about each other. Students will get to know each other and create an introductory speech to present in front of the large group. The teacher may also have the students incorporate a multimedia resource to better present the individual they worked with.

Standards Addressed	
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.1	**Application of Skills:** Fear of Public Speaking **Suggested Length of Time:** 2 Days

| CCSS.ELA-SPEAKING &LISTENING.11-12. 4 | Students work in a group of 3-4 to discuss fears they had from the previous lesson and then research strategies to address the fear of public speaking. After students have created an exhaustive list of strategies to address fear in public speaking, they work together to create a "Public Service" type of brochure and/or poster that is posted in the room throughout the semester.

Link to activities/rubrics |
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Topic 2: Background	
Standards Addressed

CCSS.ELA-SPEAKING &LISTENING.11-12.4 | **Application of Skills:** History of Speech

Suggested Length of Time: 2 Days

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

Links to activities/rubrics |

	Topic 3: Elements
Standards Addressed

CCSS.ELA-SPEAKING & LISTENING.11-12.1 | **Application of Skills:** Seven Elements of Communication Process

Suggested Length of Time: 1 Day

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

	[Links to activities/rubrics](#)

Standards Addressed [CSS.ELA-SPEAKING&LISTENING.11-12.](#)	**Application of Skills:** Purpose of Speech **Suggested Length of Time:** 2 Days Students will research and identify a speech of great historical significance. Students will create a multimedia presentation to present to the class and explain the seven elements of the speech communication process (speaker, message, audience, context, feedback, interference, and channel) in relation to the speech they identified. [Links to activities/rubrics](#)

Standards Addressed [CCSS.ELA-SPEAKING&LISTENING.11-12.1](#) [CCSS.ELA-SPEAKING&LISTENING.11-12.4](#)	**Title:** Types of Speech and Speaking Conversation **Suggested Length of Time:** 1 Day The teacher will discuss the various types of speeches covered during the semester: ceremonial, impromptu, persuasive, informative, demonstration, and group communication. After, students will partner up and discuss some everyday scenarios and determine which type of speech should be given. For example, student A wants to stay out past curfew. Student A would have to persuade their parent to allow them to stay out. They would have to explain why they needed to stay out later and how it was beneficial to them. Students will come up with examples for each of the types of speeches discussed in notes [Links to activities/rubrics](#)

Topic 4: Thinking Methods	
Standards Address CCS.ELA-SPEAKING&LISTENING.11-12.1	**Application of Skills:** Current Events: Showing Need **Suggested Length of Time:** 1 Day **Standards Addressed** Students will identify a current event state, nationally, or worldly that has a call to action. The first day will require the students to research the current event to understand the problem. They will look at that problem and identify the facts of the situation and prove there is a need for a change. Students will be able to present their information to small and large group settings. Links to activities/rubrics
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4 CCS.ELASPEAKING&LISTENING.1	**Application of Skills:** Current Events: Showing a Plan **Suggested Length of Time:** 1 Day Students have already spent time researching and identifying needs for a particular current event. This second activity will require them to identify a *plan* for how to change and fix the *need* that currently exists. Their plan should address the need without creating greater problems. Students should look at how the plan specifically addresses the need and whether or not it will cause more problems within the situation. An example may be that there are racial tensions on a college campus. They have already shown a need for change, now they will come up with a reasonable plan to fix the situation. Links to activities/rubrics
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.3 CCS.ELASPEAKING&LISTENING.11-12.5	**Application of Skills:** Current Event: Practicality **Suggested Length of Time:** 1 Day Students will work within their small groups for their third activity with current events to assess the practicalities of their plan they proposed. Students have

	shown a need for a change, created a plan for that change, and now they will present their findings to a large group setting. This will be an opportunity to look and call into question the merits of the plan that is going to be put into place. Students will do a multimedia presentation or other visual aid program. This will allow the students to incorporate a visual aid into their public speaking. When the class evaluates the plan for each small group they may choose to use a plus/delta model to identify the positives and negatives of the plan. Links to activities/rubrics

Public Speaking Unit 2		
Grade Level: 9-12	Unit Two: *Informative*	Timeline: 8 days

Unit Overview and Objective: Students will gain a better understanding of an informative speech about an object, event, concept, or process. Students will also gain a better understanding of research and how it can benefit their informative speech. Students will have a better understanding of how to create an outline and understand the various types of organizational patterns that can be used with the outline (spatial, topical, chronological, and cause and effect). At the end of the unit students will be able to construct a thesis for a non-biased speech, support that thesis, and deliver a speech in a non-biased manner with the sole purpose being to give the audience information about their topic. Students will give clear and concise multi-step oral directions to perform complex procedures and/or tasks through the use of visual aids.

Essential Questions	1. What is the purpose of informative speeches? 2. How does organization of an informative speech affect the outcome? 3. How do visual aids enhance a process speech?

Vocabulary	Analyze, Citations, Demonstration, Informative, Multimedia, Outline, Research, Technology, Visual Aids, Works Cited, Cause and Effect Organization, Chronological Organization, Spatial Organization, Speech about Concept, Speech about Event, Speech about Object, Speech about Process, Topical Organization

Topic 1: Types	
Standards Addressed CCS.ELA-SPEAKING&LIS TENING.11-12.4 CCS.ELA-SPEAKING&LIS TENING.11-12.3	**Application of Skills:** Informative Types **Suggested Length of Time:** 1 Day Students take out a notecard and identify three nouns and write them on the card. The cards are then collected by the teacher and passed out randomly. The students then have to write thesis statements for those terms for a type of informative speech. An example would be a process, event, object, or concept

	thesis statement for the words pig, car, and football. The outcome may be, "In today's speech I will be showing you the basic fundamentals of playing the tight end position in football." Links to activities/rubrics
Standards Addressed CCS.ELASPEAKING&LISTENING.11-12.6	**Application of Skills:** Employing Organization **Suggested Length of Time:** 1 Day Using previously created topic note cards, students will pick a topic card and develop a hypothetical topic and main points and apply various methods of organization. They will summarize and defend their choices for the hypothetical situation in front of the class. The teacher could have students create a multimedia project to better explain the activity. Example: Topic: pigs, Type of Informative speech: object, Method(s) of organization: topical - three different types of pigs, chronological - life cycle of a pig, spatial - different parts of the pig, etc. Links to activities/rubrics

Topic 2: Demonstrations
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.1	**Application of Skills:** How-To Shows **Suggested Length of Time:** 2 Days Students will view a variety of how-to shows (cooking, DIY gardening, etc.) to explain and evaluate how the incorporation of visual aids impacts the message. For example, the students may watch a cooking show and acknowledge that a printed copy of the recipe would aid in retention as opposed to just viewing the steps. Students may work in small groups to discuss their findings.
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4 CCS.ELA-SPEAKING&LISTENING.11-12.6	**Application of Skills:** Outlines & Presentation **Suggested Length of Time:** 4 Days Students are to research various topics for their informative speech. Once their research is complete, they will begin the process of creating an outline for their speech. To give them experience in various types of organization they will create

| | two different outlines for their topic. They will choose from the types of organizational patterns associated with Informative Topics: Spatial, Topical, Chronological, and Cause and Effect. The student will select the most effective outline and use it as a basis for an informative speech. Organization, research,organizational patterns associated with Informative Topics: Spatial, Topical, Chronological, and Cause and Effect. The student will select the most effective outline and use it as a basis for an informative speech. Organization, research, and technology strategies will be reviewed and applied. After, students will give their speeches.

Links to activities/rubrics |

Public Speaking Unit Three

Grade Level: 9-12	Unit Three: *Persuasive*	Timeline: 16 days

Unit Overview and Objective: Students will understand and be able to identify methods of persuasion in real-world contexts (speeches, advertising, etc.). Students will be able to apply persuasive techniques in their own persuasive speech for a specific audience. At the end of the unit students will be able to construct a biased thesis statement, support that thesis, and deliver a speech in a biased manner with the purpose of convincing the audience to change their opinion, idea, and belief on a certain topic. Students will be able to use details from text to - analyze and evaluate the logic, reasonableness, and audience appeal of arguments in texts. Students will also be able to locate and use multiple primary and secondary sources to - select relevant and credible information - evaluate reliability of information - evaluate reliability of sources and apply said information to their topic. They will use a variety of persuasive methodologies in order to influence a fact, value, or policy.

Essential Questions	1. What is the purpose of a persuasive speech? 2. How do speakers use logic and audience appeals in arguments? 3. How do you assess the relevance and credibility of biased information? 4. What are some methods that may be utilized to persuade someone?
Vocabulary	Credibility, Ethos, Fallacy, Logos, Pathos, Propaganda

Priority Standards for Unit 3:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCS.ELASPEAKING&LISTENING.11-12.1

  ○ 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.

  ○ Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

  ○ 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.

  ○ 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.

- 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. CCS.ELA-SPEAKING&LISTENING.11-12.4

Supporting Standards:

- 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. CCSS.ELA-LANGUAGE.11-12.6
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

  ○ Create original works as a means of personal or group expression.

- 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. CCS.ELA-LANGUAGE.11-12.3

  ○ Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCS.ELA-LANGUAGE.11-12.5

  ○ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

  ○ Analyze nuances in the meaning of words with similar denotations.

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures.

  ○ Contribute to project teams to produce original works or solve problems.

- Students apply digital tools to gather, evaluate, and use information
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

  ○ Process data and report results.

Topic 1: Types	
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4	**Application of Skills:** Types of Persuasive Speeches **Suggested Length of Time:** 1 Day

	Students work in small groups and are given several types of persuasive speech types/questions written on notecards and must categorize each type of persuasive speech (Fact, Value, Policy). Students then review other groups' categorizations and amend their own categories accordingly and then report and defend their findings to the class. Students will view two to three YouTube videos or videos of previous student speeches. They will discuss whether or not the speech was one of Fact, Value, or Policy. They will discuss in small groups what each speech was and what made it a speech of Fact, Value, or Policy. They will then present the information to the class. The final step in the process would be the ability to identify what their topic fits under for their persuasive speech. [Teacher notes and assignment](#) [Links to activities/rubrics](#)
Standards Addressed [CCS.ELASPEAKING&LISTENING.11-12.6](#)	**Application of Skills:** Type of Persuasive Speech **Suggested Length of Time:** 2 Days Students will work in small groups to create questions of fact, value, and policy over current political, state, national, or worldly events. They will then work with their small group to present their various questions to the audience. Through this, they will be able to show an understanding of various types of persuasive speeches and have the ability to create questions/thesis statements for those various questions. On the first day, students would research events and discuss them among their small groups. On the second day present findings to the class and discuss among the whole class. [Links to activities/rubrics](#)
Standards Addressed [CCS.ELA-LANGUAGE.11-12.3](#) [CCS.ELA-SPEAKING&LISTENING.11-12.3](#)	**Application of Skills:** Ethos, Pathos, Logos **Suggested Length of Time:** 1 Day Students will be working with infomercials/commercials to identify Ethos, Pathos, and Logos. The teacher may choose to show YouTube videos of real Infomercials or could also choose to use past student examples of infomercials. Before looking at the commercials for Ethos, Pathos, Logos, the teacher will

	lecture and give notes on the three elements of persuasion. Students will then take that information and apply it toward the infomercial they are viewing. How does the salesman or company establish/show Ethos (credibility) with their product? How does the salesman, company, or product establish/ show Pathos (Emotion/Passion) for their product? How does the salesman, company, or product establish/show Logos (Logic) for their product or company?
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.1 CCS.ELA-SPEAKING&LISTENING.11-12.4	**Application of Skills:** Persuasive Techniques **Suggested Length of Time**: 1 Day The teacher will provide notes on Persuasive Techniques that can be used within persuasion. Students will view commercials and listen to speeches to identify the different techniques used and how they were used within the speeches and commercials. The teacher will discuss Audience Needs that can be used within persuasion. Students will view commercials and listen to speeches to identify the different audience needs addressed and how they were addressed within the speeches and/or commercials. This will allow the students to take a deeper look at how people are motivated to change. What drives someone to be persuaded and make changes? Students view various advertisements from past Super Bowls and various magazines to identify different ways in which Ethos, Pathos, and Logos are used in print ads and commercials. For example the students watch the 9-11 Clydesdale commercial, run during the Super Bowl, and identify the ways in which Ethos, Pathos, and Logos were used even though the commercial did not have any words. Students will then identify a commercial they want to improve and describe how they would make it better. Links to activities/rubrics
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4	**Application of Skills:** Foundations: TED Talk **Suggested Length of Time:** 2 Days Have the students view various example speeches from the TED Talks website and then identify and discuss ways in which speakers established their Ethos and Logos and how they showed Pathos. The teacher can choose to have students discuss their findings in small groups and present to the class or as individuals.

Standards Addressed	
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.3 CCS.ELASPEAKING&LISTENING.11-12.5	**Application of Skills:** Line of Reasoning/Propaganda **Suggested Length of Time:** 1 Day Students will view a variety of commercials and identify the propaganda technique employed. After viewing the commercials, students will incorporate the think-pair-share strategy to share their findings. Students will then work in pairs and be given a propaganda type to find in other print or video commercials that were not viewed in class. In a multimedia presentation, students will then define the type of propaganda they explored and share the examples they found with the class.
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4 CCS.ELASPEAKING&LISTENING.11-12.6 CCS.ELASPEAKING&LISTENING.11-12.5	**Application of Skills:** Sales Speech **Suggested Length of Time:** 5 Days Students will take their knowledge of Ethos, Pathos, and Logos and use it to create their own infomercial. Individually, students will create a sales pitch for a product. They may choose to use an existing product in the field or create a new product, never before seen or used. In class or outside of class, students will work to create a one to two minute commercial selling their product. Students could also present the information in an informal speech to the class. Students should focus on their Ethos, Pathos, and Logos in creating the commercial and selling the product. Organization, research, and technology strategies will be reviewed and applied. Links to activities/rubrics
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.1 CCS.ELA-SPEAKING&LISTENING.11-12.3 CCS.ELASPEAKING&LISTENING.11-12.6 CCS.ELASPEAKING&LISTENING.11-12.5	**Application of Skills:** Cognitive Dissonance **Suggested Length of Time:** 1 Day Students will use the ideas of Cognitive Dissonance to create a brief speech about an issue. Students will create doubt with the audience or consumer and give them a way to get rid of that doubt. For instance, we all feel safe in our town or city until we understand how much crime there is in the city. The idea that we are not safe anymore creates dissonance or doubt and we have to find a way to fix it and get back to that safe feeling. Here is where the persuasion comes in and the students will create a way to fix their problem.

	They will start with outlining this plan on a piece of paper and work up to creating a short 2-3 minute speech about what the problem is, why/how it is affecting the audience and how to fix it. Organization, research, and technology strategies will be reviewed and applied.
Standards Addressed CCS.ELA-SPEAKING&LISTENING.11-12.4 CCS.ELASPEAKING&LISTENING.11-12.6 CCS.ELA-LANGUAGE.11-12.1	**Application of Skills:** Line of Reasoning **Suggested Length of Time:** 2 Days Students will view a variety of historic, as well as contemporary, political speeches/debates during which they identify the line of reasoning employed by the speaker. After having shared and supported their findings in a whole-class discussion, students will work in small groups and develop their own line of reasoning to counter the arguments presented in the speeches and present those arguments in class. For example, students may view a speech by a politician and identify his line of reasoning. Then, using their own line of reasoning, they will create arguments to counter this.

Final Assessment	
Standards Addressed CCS.ELA-LANGUAGE.11-12.3 CCS.ELA-SPEAKING&LISTENING.11-12.4 CCS.ELASPEAKING&LISTENING.11-12.6 CCS.ELA-LANGUAGE.11-12.1	**Application of Skills:** Teacher Persuade the Class **Suggested Length of Time:** 5 Days Students will have the option to choose a skill they can teach the class (like creating an origami crane, how to make a peanut butter and jelly sandwich) utilizing skills that they have learned throughout the course. They will present this to the class, teaching them the skill. Option two will be to persuade the class of an unpopular opinion utilizing skills they learned throughout the course. For example, it is easy to argue that dogs are great pets. However, an unpopular opinion is that ferrets are the best pet. Topics should be approved by the teacher to make sure they fit the "unpopular" category and are sufficiently challenging.