

CCS COURSE MAP

SUBJECT: Speech

GRADE LEVEL 10-12
COURSE LENGTH Year

REVIEWED 2018-2019

Student Goals:					
		I	To think critically while evaluating and developing arguments.		
		II	To communicate thinking effectively in writing and speaking.		
		III	To effectively use elements of speaking to engage an audience.		
Student Outcomes:					
		I	The students will be able to incorporate voice, posture, gestures and movement in speech delivery.		
		II	The students will be able to use the writing process to write effectively in several academic genres.		
		III	The students will be able to write and deliver speeches for a variety of audiences, tasks, and purposes.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Fundamentals of Public Speaking (9 weeks)	RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.9.9 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4	1. Integrate the ideas of several texts to discover why public speaking is important. 2. Identify types of audience feedback. 3. Analyze how speakers connect to their audiences. 4. Evaluate how speakers apply principles of effective public speaking. 5. Identify rhetorical devices used in famous speeches. 6. Identify the audience, occasion, purpose, and main	1. Discuss a jigsaw reading activity about the importance of public speaking. 2. Watch Ted talks and multimedia presentations about public speaking principles, rhetorical appeals, and rhetorical devices and identify these in key American speeches from the Gettysburg Address to JFK's inaugural address. 3. Write speeches to inform: an introduction speech, a descriptive profile with narrative examples about a favorite person or possession, a dialogue illustrating and explaining logical fallacies, and an analysis of rhetorical devices used in a famous speech of their choice. 4. Write speeches to persuade:	Secondary Sara's Introduction to Public Speaking activities from TeachersPayTeachers Michelle Hughes' Introduction speech, poetry recitation, and great speeches activities from TpT Language Arts Classroom's Favorite Person or Prized Possession speeches, Impromptu speaking activity, radio ad, and Ethos/Pathos/Logos with commercials activities	1. What is the difference between persuasion and manipulation? What ethical responsibilities do we have to our audience even as we try to persuade them? 2. How do we avoid plagiarism and keep from stealing others' ideas as we research? 3. How does avoiding logical fallacies allow us to gain a broader platform for sharing Christian beliefs and

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	<p>SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.5.5</p>	<p>idea of speeches. 7. Write narrative, impromptu, persuasive, and informative speeches with an introduction, at least two body paragraphs, and a conclusion. 8. Evaluate how speakers use ethos, pathos, and logos. 9. Cite examples of logical fallacies.</p>	<p>impromptu speeches giving their opinion about a topic, a radio ad using ethos, pathos, and logos to raise money for a charity. 5. Speak to entertain: perform a famous poem and speech and analyze the author's techniques.</p>	<p>from TpT Several Ted talks from the Shmoop Public Speaking curriculum</p>	<p>values?</p>
<p>Informative Speaking (9 weeks)</p>	<p>RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.9.9 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3</p>	<p>1. Use ethos, pathos, and logos to engage an audience and adapt content for that audience. 2. Evaluate the effectiveness of rhetorical techniques in several famous special occasion and informative speeches. 3. Use given criteria to evaluate the credibility of web sources. 4. Choose and create effective visual aids to accompany speeches.</p>	<p>1. Write and present a special occasion speech with a given topic, purpose, and audience. 2. Watch Ted Talks and videos of several special occasion and informative speeches and discuss what makes them effective. 3. Write a research-based informative speech about something they want to accomplish in their lives and the process they will take to accomplish it, creating a visual aid to accompany their speech. 4. Watch videos on types and uses of visual aids and ways to create effective presentations. 5. Write a research-based informative speech about a college or career of</p>	<p>Secondary Sara's 15 Minutes of Fame project and Bucket List project Hughes' College and Career Research project and New Year's Resolution speech Links to videos and Ted Talks in Shmoop's Public Speaking curriculum</p>	<p>What priorities in life are worth pursuing? How do I know if I'm making wise decisions or following God's will for my life? What decisions are most in line with my values as a Christian?</p>

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	SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.5.5	5. Expound logically on a main idea with relevant details and examples.	their choice. 6. Write a New Year's Resolution speech to describe three goals for the year.		
Persuasive Speaking (9 weeks)	RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.9.9 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5	1. Articulate the difference between deductive and inductive reasoning. 2. Select types of evidence that can best prove arguable claims. 3. Evaluate the effectiveness and credibility of multiple arguments on the same topic. 4. Fairly and effectively rebut counterarguments. 5. Distinguish between fact, value, and policy speeches and select them to match audience and	1. Watch multimedia presentations about types of reasoning and types of evidence that support a claim. 2. Complete and discuss close readings of arguments. 3. Rebut counterarguments in several whole-class debates. 4. Evaluate the credibility of four websites on animal testing, then take a position and write a persuasive speech on this topic that answers one counterargument per paragraph. 5. Write a persuasive letter to the editor about a community issue. 6. Write a persuasive speech about a current issue of their choice, integrating at least two credible sources and answering at least two counterarguments. 7. Using the steps of Monroe's	Links to multimedia presentations in Shmoop's Public Speaking curriculum Secondary Sara's Debate unit on TpT Hughes' Persuasive Speaking unit and Letter-writing Campaign on TpT Language Arts Classroom's Animal Testing speech on TpT Distinguished English's Monroe's Motivated Infomercial project from TpT	How can I answer counterarguments in a way that shows respect for my opponent? How can I use persuasive speaking to encourage needed action in my community and country?

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Special Projects Integrating Speaking Skills (8 weeks)	RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.9.9 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5	1. Evaluate and use credible sources in research while avoiding plagiarism. 2. Maintain a formal academic tone while writing a letter to a representative. 3. Illustrate a rhetorical device or technique with activities and examples. 4. Use clear, logical reasoning and examples to prove a point.	1. Use at least three credible sources to research a current conflict in Africa and decide what the United States should do about it. Create a visual aid to present the solution to the class and write a letter to your representative telling what you think the US should do. 2. Choose a rhetorical device or technique to present to the class in a “Teacher for the Day” speech complete with attention-getter, visual aids to present the concept, activities, and assessment. 3. Give a demonstration speech illustrating a process with visual aids.	Hughes’ Current Conflicts in Africa project and Teacher for a Day speech on TpT Language Arts Classroom’s Demonstration Speech on TpT Distinguished English’s Narrative Writing resources on TpT Secondary Sara’s Humorous Storytelling, Poetry Slam, and Dramatic Reading activities on TpT	1. What role should the United States take in solving world problems? 2. What responsibilities do we have to others because of the privileges and opportunities we’ve been given? 3. What themes do the stories we tell reveal about us?

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