<table>
<thead>
<tr>
<th>Strand</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Comprehension and Collaboration</td>
</tr>
</tbody>
</table>

### Standards

**A.**
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  - 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

### Learning Targets

1.
- Analyze the role of communication with self and with one other person:
  - Johari Window
  - Making and keeping friends
  - Personal connection with communication
- Differentiate between intrapersonal and interpersonal communication

### Alignments:
- CCSS: 11-12.SL.1a-d
- Performance: 1.6, 1.8, 1.10
- Knowledge: (CA) 6,7 (SS) 6
- NETS: 1a,c; 2c; 5; 6
- DOK: 3
**Instructional Strategies**

- Construct a class Johari Window about a fictional character
- Show the clip from “Big Bang Theory” on creating a “friendship algorithm”
- Co-construct Johari Windows in class with classmates

**Assessments/Evaluations**

- Create a personal Johari Window
- Summative evaluation

Mastery: 90%

**Sample Assessment Questions**

- How does your communication differ between your family and your friends?

**Instructional Resources/Tools**

- Big Bang Theory DVD

**Cross Curricular Connections**

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<table>
<thead>
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</tr>
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<tbody>
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**Standards**

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

**Learning Targets**

1.
- Analyze the roles of members within group communication
- Determine how a member of a group becomes a leader
- Explain the purposes of groups while providing examples
- Define the steps in problem-solving with a group
**Alignments:**
CCSS: 11-12.SL.1.a-d; 11-12.SL.3
Performance: 1.1, 2.3
Knowledge: (CA) 6,7  (SS) 6
NETS: 1-6
DOK: 4

**Instructional Strategies**

- Review how a member of a group becomes a leader:
  - Emerging
  - Elected
  - Appointed
- Students will work:
  - in small groups to solve various problems that groups would normally solve
  - individually and come together for a panel discussion about school funding and operations

**Assessments/Evaluations**

- Summative evaluation
- Students will be evaluated based on their:
  - participation in group work scenarios
  - preparation and participation in a panel discussion

Mastery: 90%

**Sample Assessment Questions**

- What are the steps that a group goes through in order to solve a problem?

**Instructional Resources/Tools**

- Media Center
- Library
- PowerPoint

**Cross Curricular Connections**

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<table>
<thead>
<tr>
<th>Strand</th>
<th>Reading Standards for Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Topic</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
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<tr>
<td></td>
<td>Text Types and Purposes</td>
</tr>
</tbody>
</table>

### Standards

C.

- 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
- 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
- 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
  - 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
  - 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
  - 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

### Learning Targets

1. Create an informative speech on a topic having to do with a desired career choice
### Speech II

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- 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)

**Alignments:**
- CCSS: 11-12.RI.1; 11-12.RI.7; 11-12.W.2.a-f
- Performance: 1.1, 1.2, 4.8
- Knowledge: (CA) 1,3-4,6-7
- NETS: 3-5; 6a,b
- DOK: 4

### Instructional Strategies

- Research an area within a career field that appeals to the student
- Show examples of exemplar speeches with emphasis on informing

### Assessments/Evaluations

- Students will:
  - present 5 - 6 minute informative speech on a career choice in front of the class
  - submit an outline of their speech

Mastery: 90%

### Sample Assessment Questions

- What sort of a career do you want to go into?

### Instructional Resources/Tools

- [www.youtube.com](http://www.youtube.com)
- Occupational Outlook Handbook
Cross Curricular Connections

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<table>
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<tr>
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<th>Writing</th>
</tr>
</thead>
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<tr>
<td>Topic</td>
<td>Text Types and Purposes Production and Distribution of Writing</td>
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</table>

**Standards**

D.
- 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.
  - 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.
  - 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.
  - 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.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - 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).

**Learning Targets**

1. Create an informative speech on a topic about a concept or a value that is important to them (an intangible).
### Speech II

- 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.)
- 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 [here](#)).

#### Alignments:

- Performance: 1.1, 1.2, 1.6, 2.2
- Knowledge: (CA) 1,3,4,6,7
- NETS: 3-5; 6a,b
- DOK: 4

#### Instructional Strategies

- Review:
  - deductive and inductive reasoning and their role within informative speaking by watching other speeches and critiquing their reasoning
  - and critique nonverbal communication in other speeches
  - Show exemplar speeches with particular emphasis on values

#### Assessments/Evaluations

- Students will:
  - present a 5-6 minute informative speech assessed using a scoring guide
  - submit an outline of their speech

Mastery: 90%

#### Sample Assessment Questions

- What is something, not an item, which you value?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
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<td>• <a href="http://www.youtube.com">www.youtube.com</a></td>
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Speech II
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</tr>
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<tr>
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<tr>
<td></td>
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<td><strong>Standards</strong></td>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>E.</td>
<td>1.</td>
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<tr>
<td>• 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</td>
<td>• Create a persuasive speech using digital media, defending an idea, and responding to feedback</td>
</tr>
<tr>
<td>• 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</td>
<td>• Critically analyze a speech from a peer and offer suggestions for improvement</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
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</table>
- 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
- 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
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- 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)

**Alignments:**
CCSS: 11-12.W.2a-f; 11-12.SL.2; 11-12.SL.4; 11-12.SL.5
Performance: 1.1, 1.2, 2.2, 2.7
Knowledge: (CA) 1,3-7
NETS: 2b; 3-6
DOK: 4

**Instructional Strategies**

- Review persuasive techniques (organization and rhetorical devices) from other speeches in history
- Teacher-led discussions on:
  - how to use media in a speech
  - critiquing a speech
  - responding to feedback
### Assessments/Evaluations

- Students:
  - will create and present a 10-minute persuasive speech and respond to questions and feedback
  - must submit an outline of their speech
    – Assessed using a scoring guide

Mastery: 90%

### Sample Assessment Questions

- How is media effective to persuade an audience?

### Instructional Resources/Tools

- Scoring guide
- [www.youtube.com](http://www.youtube.com)
- Library
- Laptops/Computers
- [www.americanrhetoric.com](http://www.americanrhetoric.com)

### Cross Curricular Connections

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</table>
| Topic           | Comprehension and Collaboration  
                  | Presentation of Knowledge and Ideas |
| Standards       | Learning Targets       |
| F.              | 1.                     |
| • 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 | • Understand the role of professionalism in public speaking |
| • 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 | • Listening |
|                 | • 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 | • Critiquing |
|                 | • 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 | • Dress |
|                 | • 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 | • Feedback and response |

**Alignments:**
- CCSS: 11-12.SL.3; 11-12.SL.4
- Performance: 1.1, 1.2
- Knowledge: (CA) 6,7
- THGLE: PP.1.E
- NETS: 1c; 2; 3; 5; 6
- DOK: 3

**Instructional Strategies**
- Review importance of dress and how it pertains to nonverbal communication by creating the ideal outfit for an interview
- Demonstrate listening strategies and importance of listening by listening to classmates’ speeches
- Review feedback and response (verbal and nonverbal) by responding to various classmates’ speeches
- Discuss critiquing and how to receive and give constructive criticism
- Demonstrate constructive criticism for miniscule items in the room
### Assessments/Evaluations

- Critique classmates’ speeches constructively and ethically
- Dress professionally for speeches
- Complete a listening grid
- Respond to speeches and respond to feedback

Mastery: 90%

### Sample Assessment Questions

- What role does dress play when speaking in public?

### Instructional Resources/Tools

- Paper
- Markers
- Crayons
- Colored pencils
- [www.youtube.com](http://www.youtube.com)
- [www.americanrhetoric.com](http://www.americanrhetoric.com)

### Cross Curricular Connections

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</tr>
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### Standards

**G.**
- 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)
- 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

### Learning Targets

1. Create a presentation with the goal of selling a product

### Alignments:
CCSS: 11-12.RI.7; 11-12.W.4  
Performance: 1.1, 1.2, 2.7, 3.7  
Knowledge: (CA) 4, 6, 7  
NETS: 3b; 5  
DOK: 3

### Instructional Strategies

- Review persuasion techniques by examining “infomercials” and locating persuasive devices
- Review audience adaptation and how adaptation can sell products

### Assessments/Evaluations

- Students will create a presentation to sell a product to their classmates demonstrating clear adaptation to their audience — assessed using a scoring guide

Mastery: 90%

### Sample Assessment Questions

- Have you ever been persuaded to buy a product?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>eBay</td>
</tr>
<tr>
<td>Cross Curricular Connections</td>
</tr>
</tbody>
</table>
### Speech II

<table>
<thead>
<tr>
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</tr>
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<tr>
<td>H.</td>
<td>1.</td>
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<tr>
<td>- 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</td>
<td>- Analyze various aspects of a famous speech</td>
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<td></td>
<td>- Research</td>
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<td>- Historical background</td>
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<td>- Social background</td>
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<td>- Persuasive devices (if any)</td>
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<td>- Setting</td>
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<td>- Present findings</td>
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**Alignments:**
- CCSS: 11-12.SL.2
- Performance: 1.1, 1.2, 2.4, 2.7
- Knowledge: (CA) 1,3-7
- NETS: 3-6
- DOK: 4

**Instructional Strategies**
- Review methods of research by working through first report together
- Show sample work of what is expected from the students

**Assessments/Evaluations**
- Students will analyze a speech from history looking for the following:
  - Historical background
  - Social background
  - Locating and explaining persuasive devices
  - Setting of the speech
  - Context of the speech
  - Intended audience of the speech
- This portfolio will be divided over the entire length of the class

Mastery: 90%
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tr>
<td>• What makes a speech memorable and persuasive?</td>
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