

<u>Big Idea(s)</u>	<u>Concept(s)</u>	<u>Competencies</u>	<u>Essential Questions</u>
<p>Effective speakers prepare and communicate messages to address the audience and purpose</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Informative speeches</b></li> <li>● <b>Impromptu speeches</b></li> <li>● <b>Proper techniques for speaking</b></li> <li>● <b>Technology methods for presenting</b></li> <li>● <b>Point of view/Perspective</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>Deliver informative speeches</b></li> <li>● <b>Present impromptu speeches</b></li> <li>● <b>Utilize proper speaking techniques</b></li> <li>● <b>Incorporate various technology in their presentations</b></li> </ul>	<p>How do task, purpose, and audience influence how speakers craft and deliver a message?</p> <p>How do speakers employ language and utilize resources to effectively communicate a message?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Speeches Speaking skills Impromptu speeches Informative speech Powerpoint presentation</p>	<p><u>Approx. # of weeks - % of time</u></p> <p>4 weeks</p>	<p><u>PA Academic Standards</u></p> <p><b>CC.1.5.11-12.C</b></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p><b>CC.1.5.11-12.D</b></p>	<p><u>Assessment Anchors &amp; Eligible Content</u></p>

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

**CC.1.5.11–12E**

Adapt speech to a variety of contexts and tasks.

**CC.1.5.11–12.F**

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**CC.1.5.11–12.G**

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

<u>Unit/Chapter/Selection of Study</u>	<u>Approx. # of weeks - % of time</u>	<u>PA Academic Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>Historical Fiction (novel) Point of View Article Studies (nonfiction)</p>	<p>5 weeks</p>	<p>CC.1.2.11–12.E 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</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or 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.</p> <p>CC.1.2.11–12.L</p>	

		<p>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.J</p> <p>Acquire and use accurately general academic and domain specific words and phrases, sufficient for</p>	