



English/Language Arts Department
Elective Course: Public Speaking, Argument, & Debate

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Effective Date: September 2023

Scope and Sequence

Timeline	
MP 1	UNIT 1: The Foundations of Speaking and Listening
MP 2	UNIT 2: Speech Preparation and Presentation
MP 3	UNIT 3: Speaking to Argue and Persuade
MP 4	UNIT 4: Debate

Unit 1
The Foundations of Speaking / Speaking to Entertain

Summary and Rationale

This unit will provide students with a solid foundation to acquire the necessary skills to become an effective public speaker. Students will explore the role of public speaking in our society and begin to address their apprehension and build confidence, as well as understand the craft of a storytelling performance. Students will outline, produce, and present a speech that follows a story structure outline that focuses on word choice and performance choices. Throughout the unit, students will split into teams and partnerships to continuously practice the skills to offer each other meaningful feedback on story-telling content and performance. By the end of the unit, students will have a solid foundation for speaking in front of an audience, as well as, delivering impromptu and prepared speeches.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

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.
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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.
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Reading: Literature

RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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Writing

W.11-12.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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,</p>
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	<p>suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.
Speaking and Listening	
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Effective public speaking methods benefit people personally, professionally, and socially. • Effective public speakers understand what makes a speech effective and is able to come to terms with the physical and mental blocks that can cause apprehension and a lack of confidence. • Storytellers identify stories from their lives to share when giving talks to others, understand the ingredients integral to a story, demonstrate an ability to use a variety of language tools, and create narratives that motivate and involve others. • Students apply the foundations of speaking to original, recited, planned, and impromptu speaking opportunities 	<ul style="list-style-type: none"> • How can we explore the role of public speaking in our society and consider its history and impact? • How can we as speakers begin to assess our apprehension and confidence? • Why is storytelling a powerful tool in public speaking? • What are the basic foundations of public speaking and how can we apply those foundations to various speaking opportunities?
Evidence of Learning (Assessments)	
Formative & Mini Assessments - open notes quizzes, one-minute impromptu speeches, analysis of story-telling speeches Unit Assessments - Original Storytelling performance	
Objectives (SLO)	

Students will know:

- Students will explore the role of public speaking in our society, consider its history and impact, and begin to assess their apprehension and confidence.

Students will be able to:

- Compare and contrast public speaking and conversation.
 - Public speaking requires more preparation than conversation.
 - Public speaking is more formal than conversation.
 - Public speaking involves more clearly defined roles for speaker and audience than conversation.
 - Key term(s): public speaking
- Explain why it is important to study public speaking.
 - Benefits for your personal life
 - Benefits for your career
 - Benefits for society
 - Placement in society: social media
 - Empowerment
 - Employment
 - Key term(s): empowerment, critical thinking
- Use several techniques to become a more confident speaker.
 - Understand public speaking anxiety
 - Address the physical effects of speech anxiety
 - Address the mental effects of speech anxiety
 - Use skills training
 - Understand how anxiety can be transformative

- Students will understand why it is important to be audience-centered planning and writing a speech, practice delivery of a speech and/or story, and conduct a post-presentation analysis.

- Explain why it is important to be audience-centered during each step of the speechmaking process.
 - Gather and analyze information about your audience.
 - Consider the culturally diverse backgrounds of your audience.
 - Key term(s): speech topic
- Practice delivery of a speech/story of their choice.
 - Rehearse and revise as needed.
 - Anticipate questions from the audience.
 - Take the podium, harness nervous energy, and present the speech.
- Conduct a post-presentation analysis.
 - Assess your performance.

<ul style="list-style-type: none"> ● Students will understand that storytelling is a powerful tool to motivate and involve an audience. 	<ul style="list-style-type: none"> ● Discover their inner storyteller <ul style="list-style-type: none"> ○ Find your voice ○ Give voice to your goals ○ Use a narrative to frame your goals ○ Remember that timing matters ○ Lead with stories ● Use language to connect <ul style="list-style-type: none"> ○ Develop language sensitivity ○ Keep it simple ○ Strategize about word choices ○ Use word pictures ○ Repeat/Repeat/Repeat ○ Speak of “I” and “We” ○ Generate involvement and participation ● Critical listening skills help a speaker become more effective ● List and explain three types of memorable word structures. <ul style="list-style-type: none"> ○ Creating figurative images ○ Creating drama ○ Creating cadence ○ Analyzing an example of memorable word structure ○ Using memorable word structures effectively ○ Key term(s): figurative language, metaphor, simile, personification, crisis rhetoric, omission, inversion, suspension, cadence, repetition, parallelism, antithesis, alliteration, onomatopoeia
<ul style="list-style-type: none"> ● Students apply the foundations of speaking to short impromptu entertainment speeches 	<ul style="list-style-type: none"> ● Consider your audience ● Be brief ● Organize! ● Speak honestly, but with reserve, from personal experience and knowledge ● Be cautious

Suggested Resources/Technology Tools

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Tenth Edition, Pearson, 2018.
- Gamble, Teri Kwal, and Michael Gamble. *The Public Speaking Playbook*. Second Edition, SAGE, 2018.

- Lucas, Stephen E. *The Art of Public Speaking*. Twelfth Edition, McGraw Hill Education, 2015.
- <https://www.ethos3.com/2018/03/10-public-speaking-games-activities-try/>
- <https://open.lib.umn.edu/publicspeaking/>
- *The Moth*: <https://themoth.org/podcast> and <https://www.youtube.com/@themoth>

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.

- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Speech Preparation / Speaking to Inform

Summary and Rationale

This unit will build on the foundational public speaking skills from the previous unit, but focus more on the necessary steps for preparing for and presenting a formal informative speech. Students will learn how to analyze and adapt to their audience, determine the beginning steps to developing a speech, begin gathering and using support material, organize and outline their speeches, learn the function and methods for effective introductions and conclusions, make choices about delivery, and utilize presentation aids. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to deliver a formal informative speech presentation to their audience.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

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.

Writing

W.11-12.2.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the</p>
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	topic).
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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
Language	

L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.
Interdisciplinary Connections	
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ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● By gathering and analyzing information about their audience, learning strategies to adapt to their audience prior to and during a given speech, and assessing audience reactions after a speech has concluded, public speakers ensure their message resonates with maximal impact. ● Students will understand that developing an effective speech requires purposeful selection and narrowing of a topic, a determination of an audience-centered specific purpose, and stating an audience-centered central idea. ● Students will understand that developing an effective speech requires gathering and using the best possible supporting material, including listing potential sources, applying research strategies, and using specific criteria to determine the value of various types of supporting material. ● Students will understand how to effectively organize and outline their speeches, including utilization of patterns and signposts to organize main and supporting ideas, and development of prepared outlines and speaking notes. ● Students will effectively introduce and conclude their speeches by explaining the functions and trying out methods for each component. 	<ul style="list-style-type: none"> ● How do public speakers analyze and adapt to their audience for a given speech? ● How does a speaker begin the process for developing a speech? ● How does a speaker purposefully and methodically gather and use supporting material for a speech? ● How does a speaker effectively organize and outline a speech? ● How does a speaker effectively introduce and conclude a speech?

Evidence of Learning (Assessments)

Formative Assessments

Mini Assessments

Unit Assessments

- Formal Informative Speech Presentation (end of unit)

Objectives (SLO)

Students will:

- Students will understand how to analyze and adapt to the audience for a given speech.

Students will know:

- Identify and use strategies for adapting to their audience.
 - Consider your audience
 - Consider your speech goal
 - Consider your speech content
 - Consider your delivery
 - Key term(s): audience adaptation
- Identify methods of assessing the audience's comprehension and enjoyment during the speech.
 - Identifying nonverbal audience cues
 - Responding to nonverbal cues
 - Strategies for customizing your message to your audience

- Students will understand that developing an effective speech requires purposeful selection and narrowing of a topic, the eight-step process, a determination of an audience-centered specific purpose, and stating an audience-centered central idea.

- Select and narrow a speech topic that is appropriate to the audience, the occasion, the time limits, and themselves.
 - Guidelines for selecting a topic
 - Strategies for selecting a topic
 - Narrowing the topic
 - Key term(s): brainstorming, clustering
- Describe and discuss the eight steps of the audience-centered speechmaking process.
 - Select and narrow your topic.
 - Determine your purpose (inform, entertain, persuade).
 - Develop your central idea.
 - Generate the main ideas.
 - Gather supporting material.
 - Organize your speech.
 - Rehearse your speech.
 - Deliver your speech.
 - Key term(s): general purpose, specific purpose, central idea, main ideas, invention, disposition.
- Write an audience-centered specific purpose statement for a speech.

	<ul style="list-style-type: none"> ○ General purpose ○ Specific purpose ○ Key term(s): general purpose, specific purpose ● State a single audience-centered central idea with direct, specific language in a complete declarative sentence. <ul style="list-style-type: none"> ○ A complete declarative sentence ○ Direct, specific language ○ A single idea ○ An audience-centered idea ○ Key term(s): central idea, declarative sentence ● Apply three ways of generating main ideas from a central idea. <ul style="list-style-type: none"> ○ Generating your main ideas ○ Previewing your main ideas ○ Key term(s): main ideas, blueprint
<ul style="list-style-type: none"> ● Students will understand that developing an effective speech requires gathering and using the best possible supporting material. 	<ul style="list-style-type: none"> ● List five potential sources of supporting material (primary and secondary sources) for a speech. <ul style="list-style-type: none"> ○ Personal knowledge and experience ○ The internet ○ Online databases ○ Social media ○ Traditional library holdings ○ Interviews ○ Key term(s): vertical search engine, domain, online databases, stacks ● Explain five strategies for a methodical research process. <ul style="list-style-type: none"> ○ Develop a preliminary bibliography ○ Locate resources ○ Assess the usefulness of resources ○ Take notes ○ Key term(s): preliminary bibliography, citation manager ● List and describe six types of supporting material. <ul style="list-style-type: none"> ○ Illustrations ○ Descriptions and explanations ○ Definitions ○ Analogies ○ Statistics ○ Opinions ○ Key term(s): illustration, brief illustration, extended illustration, personal illustration, hypothetical illustration, description, explanation, definition, definition by

	<p>classification, operational definition, analogy, literal analogy, figurative analogy, statistics, opinions, expert testimony, lay testimony, literary quotation</p> <ul style="list-style-type: none"> ● List six criteria for determining the best supporting material to use in a speech. <ul style="list-style-type: none"> ○ Magnitude ○ Relevance ○ Concreteness ○ Variety ○ Humor ○ Suitability
<ul style="list-style-type: none"> ● Students will understand how to effectively organize and outline their speeches. 	<ul style="list-style-type: none"> ● List and describe five patterns for organizing the main ideas of a speech. <ul style="list-style-type: none"> ○ Organizing ideas topically ○ Organizing ideas chronologically ○ Arranging ideas spatially ○ Organizing ideas to show cause and effect ○ Organize ideas by problem-solution ○ Acknowledging cultural differences in organization ○ Key term(s): topical organization, primacy, recency, complexity, chronological organization, spatial organization, cause-and-effect organization, problem-solution organization, motivated sequence ● Explain how to organize supporting material. <ul style="list-style-type: none"> ○ Primacy or recency ○ Specificity ○ Complexity ○ From soft to hard evidence ○ Key term(s): soft evidence, hard evidence ● Use verbal and nonverbal signposts to organize a speech for the ears of others. <ul style="list-style-type: none"> ○ Previews ○ Transitions ○ Summaries ○ Key term(s): signposts, preview, initial preview, internal preview, transition, verbal transition, nonverbal transition, summary, final summary, internal summary ● Develop a preparation outline and speaking notes for a speech. <ul style="list-style-type: none"> ○ Developing your preparation outline ○ Developing your speaking notes

	<ul style="list-style-type: none"> ○ Key term(s): preparation outline, standard outline form, speaking notes
<ul style="list-style-type: none"> ● Students will effectively introduce and conclude their speeches by explaining the functions and trying out methods for each component. 	<ul style="list-style-type: none"> ● Explain the functions of a speech introduction. <ul style="list-style-type: none"> ○ Get the audience’s attention ○ Give the audience a reason to listen ○ Introduce the subject ○ Establish your credibility ○ Preview your main ideas ● List and discuss methods for introducing a speech. <ul style="list-style-type: none"> ○ Illustrations or anecdotes ○ Startling facts or statistics ○ Quotations ○ Humor ○ Questions ○ References to historical events ○ References to recent events ○ Personal references ○ References to the occasion ○ References to preceding speeches ○ Key term(s): anecdote, rhetorical question ● Explain the functions of a speech conclusion. <ul style="list-style-type: none"> ○ Summarize the speech ○ Provide closure ○ Key term(s): closure ● List and discuss methods for concluding a speech. <ul style="list-style-type: none"> ○ Methods also used for introductions ○ References to the introduction ○ Inspirational appeals or challenges

Suggested Resources/Technology Tools

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Tenth Edition, Pearson, 2018.
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Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
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- Provide opportunities for movement/activity change
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English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Speech Presentation / Speaking to Persuade

Summary and Rationale

This unit will continue to build on both the foundational and speech preparation/presentation skills from the previous two units, but focus specifically on methods of argument and persuasive speech. Students will understand the basic principles of public speaking, develop an appreciation for using language and style effectively, articulate the role of ethical public speaking in a global society, and apply ethical and effective persuasive speaking strategies. Students will evaluate the effectiveness in various visuals to create an engaging visual aid to support their topic. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to deliver a formal persuasive speech presentation to their audience.

Recommended Pacing

1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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
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.

Writing

W.11-12.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>
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	E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.11-12.10.	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.
Speaking and Listening	
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Social Studies	

6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Students will understand the principles of persuasive speaking, including goals, theories, and methods of motivation and presentation, in order to become effective persuasive public speakers. ● Students will understand that audience-centered persuasive speakers use ethical and effective strategies to adjust their message so that listeners will respond thoughtfully to their presentation. ● Students will understand why delivery is important to a public speaker and articulate the methods, characteristics, and necessary steps for effective speech delivery. 	<ul style="list-style-type: none"> ● What are the principles of persuasive speaking and why is this knowledge necessary to become effective persuasive speakers? ● How does a speaker effectively utilize persuasive strategies? ● How does a speaker deliver a speech for maximum impact?

<ul style="list-style-type: none"> • Students will understand the value of using presentation aids, including knowledge of different types and guidelines for developing and using them effectively. 	<ul style="list-style-type: none"> • Why might a speaker use presentation aids?
Evidence of Learning (Assessments)	
Formative Assessments Mini Assessments Unit Assessments <ul style="list-style-type: none"> • Formal Persuasive Speech Presentation (end of unit) 	
Objectives (SLO)	
<ul style="list-style-type: none"> • Students will understand the principles of persuasive speaking, including goals, theories, and methods of motivation and presentation, in order to become effective persuasive public speakers 	<ul style="list-style-type: none"> • Describe the goals of persuasive messages <ul style="list-style-type: none"> ○ Changing or reinforcing audience attitudes ○ Changing or reinforcing audience beliefs ○ Changing or reinforcing audience values ○ Changing or reinforcing audience behaviors ○ Key term(s): persuasion, attitude, belief, value • Explain classic and contemporary theories of how persuasion occurs <ul style="list-style-type: none"> ○ Aristotle’s traditional approach: using ethos, logos, and pathos to persuade ○ Key term(s): ethos, logos, pathos, motivation • Describe four ways to motivate listeners to respond to a persuasive message <ul style="list-style-type: none"> ○ Use cognitive dissonance ○ Use listeners’ needs ○ Use positive motivation ○ Use negative motivation ○ Key term(s): cognitive dissonance, self-actualization need, benefit, feature, fear appeal • Prepare and present an audience-centered persuasive speech <ul style="list-style-type: none"> ○ Consider the audience ○ Select and narrow your persuasive topic ○ Determine your persuasive purpose ○ Develop your central and main ideas ○ Gather supporting material ○ Organizer your persuasive speech

	<ul style="list-style-type: none"> ○ Rehearse and deliver your speech ○ Key term(s): social judgment theory, proposition, proposition of fact, proposition of value, proposition of policy
<ul style="list-style-type: none"> ● Students will understand the power of language, including how choice of words and word structures can help give their messages distinctive style. 	<ul style="list-style-type: none"> ● Describe three differences between oral and written language styles. <ul style="list-style-type: none"> ○ Oral style is more personal than written style. ○ Oral style is less formal than written style. ○ Oral style is more repetitive than written style. ● List and explain four ways to use words effectively. <ul style="list-style-type: none"> ○ Use specific, concrete words. ○ Use simple words. ○ Use words correctly. ○ Use words concisely ○ Key term(s): ladder of abstraction, denotation, connotation, concise, cliché
<ul style="list-style-type: none"> ● Students will understand that audience-centered persuasive speakers use ethical and effective strategies to adjust their message so that listeners will respond thoughtfully to their presentation. 	<ul style="list-style-type: none"> ● Identify and use strategies to improve their credibility <ul style="list-style-type: none"> ○ Understanding credibility ○ Improving your credibility ○ Key term(s): competent, trustworthiness, dynamism, charisma, initial credibility, derived credibility, terminal credibility ● Use principles of effective reasoning and evidence to develop a persuasive message <ul style="list-style-type: none"> ○ Understanding types of reasoning ○ Using types of evidence ○ Using evidence effectively ○ Avoiding faulty reasoning ○ Key term(s): evidence, inductive reasoning, generalization, reasoning by sign, deductive reasoning, syllogism, major premise, minor premise, conclusion, causal reasoning, fact, inference, examples, reluctant testimony, fallacy, causal fallacy, bandwagon fallacy, either-or fallacy, hasty generalization, ad hominem, red herring, appeal to misplaced authority, non sequitur ● Employ effective techniques of using emotional appeal in a persuasive speech <ul style="list-style-type: none"> ○ Tips for using emotion to persuade

	<ul style="list-style-type: none"> ○ Using emotional appeals ethically ○ Key term(s): myth, demagogue ● Adapt their persuasive message to receptive, neutral, and unreceptive audiences <ul style="list-style-type: none"> ○ Persuading the receptive audience ○ Persuading the neutral audience ○ Persuading the unreceptive audience ● Identify and use strategies for effectively organizing a persuasive speech <ul style="list-style-type: none"> ○ Problem-solution ○ Refutation ○ Cause and effect ○ The motivated sequence
<ul style="list-style-type: none"> ● Students will understand the value of using presentation aids, including knowledge of different types and guidelines for developing and using them effectively. 	<ul style="list-style-type: none"> ● Describe six types of presentation aids and identify tips for using them effectively. <ul style="list-style-type: none"> ○ Images ○ Text ○ Video ○ Audio ○ Objects and models ○ People ○ Key term(s): presentation aid, visual rhetoric, graph, bar graph, pie graph, line graph, picture graph, chart, fonts, model ● Identify guidelines for developing effective presentation aids. <ul style="list-style-type: none"> ○ Make them easy to see ○ Keep them simple ○ Select the right presentation aid ○ Do not use dangerous or illegal presentation aids ○ Allow plenty of time to prepare your presentation aids ● Identify guidelines for effectively using presentation aids. <ul style="list-style-type: none"> ○ Rehearse with your presentation aids ○ Make eye contact with your audience, not your presentation aids ○ Explain your presentation aids ○ Do not pass objects among members of your audience ○ Use animals with caution ○ Use handouts effectively ○ Time the use of visuals to control your audience's attention

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- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4
Debate
Summary and Rationale
<p>This final unit is a culmination of the public speaking skills acquired over the course of the year, but especially builds on the previous unit’s focus on methods of argument and persuasive speech. The natural extension of those skills is for students to participate in formalized debate. Students will understand the basic concepts and structure of formal debate through immersion in a high-interest exemplar topic, apply research strategies, effectively build a strong case and rebuttal, and learn how to evaluate themselves and each other. Students will continue working in their teams and partnerships in order to continuously practice the skills throughout the unit and offer each other meaningful feedback. By the end of the unit, students will be able to participate in three formalized debates; the first and third based on a topic of their choice, and the second based on a topic assigned to them.</p>
Recommended Pacing
1 marking period (approximately 9 weeks)

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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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.

Writing

W.11-12.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
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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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.11-12.10.	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.
Speaking and Listening	
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Students will understand the basic concepts and terms associated with debate, including the basic structure, and apply this knowledge through participation in an informal debate Students will understand how to utilize print and digital resources to choose a topic to debate and begin researching the topic and their opponent's counterarguments Students will understand how to effectively prepare for their debate after the initial research stage, including how to build a strong case and rebuttal and planning their debate offense and defense Students will understand how to utilize helpful pointers during a debate, including effective word choice and note-taking skills, and how to evaluate their own debate performance. 	<ul style="list-style-type: none"> What are the basic concepts and terms a debater needs to know and how do we apply them? How does an effective debater research a topic? How does a debater effectively prepare and build a strong case? How do we apply the skills and strategies we learned to formalized debate and why

is it important to self-reflect after a debate?

Evidence of Learning (Assessments)

Formative Assessments - terminology quizzes, practice activities, informal debates, Debates 1 & 2, self-assessment, audience scoring
Unit Assessments -Final Debate

Objectives (SLO)

Students will know:

- Students will understand the basic concepts, and terms associated with debate, including the generic structure of a debate, and apply this knowledge through participation in an informal debate

Students will be able to:

- Articulate the importance of debate and its necessary skills in the real world
 - What is debate?
 - Why is it important?
 - What kind of people do it for a living?
 - What situations might debate skills be useful in?
 - Who needs these skills?
- Define basic debate concepts and terms
 - Two sides:
(Affirmative/Proposition and Negative/Opposition)
 - Subject to be discussed:
resolution, proposition, bill, measure, or issue
 - Different types of resolution
 - Resolution of value
 - Resolution of policy
 - Resolutions are, in Parliamentary debate, preceded by the expression “Be It Resolved That (or B.I.R.T.)”
 - Resolutions or propositions of value generally deal with a philosophical questions and are worded as positive statements
 - Resolutions or propositions of policy deal with changing some current or established aspect of society, the

economy and so on (the status quo). These are worded in the imperative form.

- The Affirmative in a debate proposes or supports the resolution. In a policy debate, the Affirmative is trying to change things. The job of the Negative in any type of debate is to oppose and clash with the Affirmative.
- Understand the Steps of a Debate
 - Affirmative Side
 - First Speaker (2 minutes)
 - States Proposition
 - Argues two contentions
 - Second Speaker
 - Records affirmative contentions on board
 - Negative Side
 - First Speaker (2 minutes)
 - States any counterarguments
 - Argues two contentions
 - Second Speaker
 - Records negative contentions on board
 - Affirmative Side
 - Second Speaker (2 minutes)
 - States any counterarguments
 - Argues two new contentions
 - First Speaker
 - Records any new affirmative contentions on board
 - Negative Side

- Second speaker (2 minutes)
 - States any new counterarguments
 - Argues two new contentions
 - First speaker
 - Records new negative contentions on board
 - Break for Preparation (2 minutes)
 - Affirmative Rebuttal/Summary
 - First Speaker (2 minutes)
 - States any counterarguments
 - Offers final rebuttals to all negative claims
 - Gives final argumentative summary
 - Negative Rebuttal/Summary
 - First Speaker (2 minutes)
 - Offers final rebuttals to all affirmative claims
 - Gives final argumentative summary
- Participate in an informal debate
 - Approach #1. Have the students form pairs. In each pair, designate one person as A and the second as B. A is given a set period of time (1 minute) to outline why he or she supports the topic. B is given a set period of time to explain why he or she opposes the topic. You should encourage the students to make notes on each other's points of view. You may also wish to give the students time to respond to one another's comments. Discuss the different

views expressed; compare and contrast arguments.

- Approach #2. Have the students vote on whether they are opposed to or in favour of the resolution. After recording the vote, ask those in favour to each give a brief account of why they support the resolution. Then repeat this process with those students who oppose the resolution. Try to encourage discussion between the two factions. If this does not occur naturally, you may wish to stimulate discussion by asking pertinent questions.

- Key term(s): debate, affirmative/proposition, negative/opposition, resolution, bill, measure, issue, resolution of value, resolution of policy, B.I.R.T. (“Be it resolved that…”)

- Students will understand how to utilize print and digital resources to choose a topic to debate and begin researching the topic and their opponent’s counterarguments.

- Utilize resources to find debate topics that are of high interest and relevance
 - Perspecs App
 - Ebscohost - Points of View Reference Center
 - *If They Can Argue Well, They Can Write Well*
 - *Critical Thinking Topics For the Classroom*
 - *The Debatabase Book*
- Split into debate teams based on topic interest
- Research Their Topic
 - What opinion are you trying to support?
 - What is the source?
 - What facts did you find to support your idea at this source?
 - What scientific research, surveys, or quotes from experts did you find?
 - What real-world examples did you find to support your idea?
- Research Their Opponents’ Counterarguments

	<ul style="list-style-type: none"> ○ What is their counterargument? ○ What is the source? ○ What facts did you find to support their claim? ○ What scientific research, surveys, or quotes from experts did you find? ○ What real-world examples did you find to support their claim? ● Key term(s): counterargument, claim
<ul style="list-style-type: none"> ● Students will understand how to effectively prepare for their debate after the initial research stage, including how to build a strong case and rebuttal and planning their debate offense and defense 	<ul style="list-style-type: none"> ● Build the strongest possible case <ul style="list-style-type: none"> ○ Best evidence has the 3 R's - right, recent, and reliable ○ Best evidence is directly connected to the issue <ul style="list-style-type: none"> ■ Evidence that can be shown to cause the proposition is the strongest ■ Examples of Weak Evidence and why it's weak ■ Examples of Strong Evidence and why it's strong ○ If you give an opinion instead of a fact as evidence, make sure the opinion is supported with good evidence or examples <ul style="list-style-type: none"> ■ Example of Strong Opinion ● Plan Their Debate Offense <ul style="list-style-type: none"> ○ Choose their contentions/claims ○ Find evidence (facts, research, statistics, surveys, real-world examples) to support them ● Build the strongest possible rebuttal <ul style="list-style-type: none"> ○ Type 1: Weakest - You simply disagree with your opponent ○ Type 2: Stronger - You offer an alternative to your opponent's point ○ Type 3: Strongest - You provide evidence that proves the opponent's claim is false or wrong

	<ul style="list-style-type: none"> ○ List the strongest points you think your opponents will make against you ● Plan Their Debate Defense <ul style="list-style-type: none"> ○ List your four strongest contention/claims ○ Identify their counterargument to each contention ○ Identify your rebuttal to each counterargument ● Finalize strategies <ul style="list-style-type: none"> ○ Identify types of techniques you will use <ul style="list-style-type: none"> ■ Use of a logical fallacy ■ Use of an argumentative technique ■ Use of loaded language ○ Anticipating the opposition <ul style="list-style-type: none"> ■ Noting the use of a logical fallacy by the opposing team ■ Noting the use of an argumentative technique by the opposing team ■ Noting the use of loaded language by the opposing team ● Key term(s): contention, rebuttal, loaded language, logical fallacy
<ul style="list-style-type: none"> ● Students will participate in two formalized debates, the first based on a chosen high-interest topic, and the second assigned to them, including whether they will be arguing on the affirmative or negative side 	<ul style="list-style-type: none"> ● List helpful pointers for debaters (see p. 96 of <i>If They Can Argue Well...</i>) ● List helpful pointers for the audience (see p. 96 of <i>If They Can Argue Well...</i>) ● Utilize effective word choice <ul style="list-style-type: none"> ○ To counter your opponent's contention, use the following four-step method: <ol style="list-style-type: none"> i. "They say that..." (Briefly restate the opponent's point.) ii. "But we disagree that..." (Briefly restate that you disagree.) iii. "Because..." (Give a strong and relevant counterargument.)

- iv. “Therefore...” (Explain to the audience how this wins your argument and why they should agree.)
 - Words and phrases to avoid during a debate (see p. 97 of *If They Can Argue Well...*)
 - Convincing words and phrases to use during a debate (see p. 97 of *If They Can Argue Well...*)
- Take notes as a debater
 - Opposing side’s contentions (1-4) and supporting reasons
 - Your counterargument to each contention
- Evaluate and score debaters as an audience member
 - Use the debate scoring guide (see p. 95 of *If They Can Argue Well...*)
 - Use the evaluation rubric (see p. 101 of *If They Can Argue Well...*)
- Participate in Formal Debate #1 (Based on topic choice)
 - Adhere to all aforementioned goals and teaching points
- Participate in Formal Debate #2 (Based on assigned topic)
 - Adhere to all aforementioned goals and teaching points
- Evaluate Their Own Debate (to be completed after each formal debate)
 - What strong points did the opposing team make against your argument?
 - When you concede something, you admit that a part of what the other team said was correct. What is something that the opposing team said that you might concede or agree with?
 - In the heat of a debate, you might have used such words as “all,” “never,” “always,” or “totally.” When you qualify a statement, you step back from this extreme view and change the words to

“many,” “rarely,” “often,” or “nearly always.” Think back to the points you made. After listening to the opposing team, write down any qualifications you now have about your points.

- Now that you know the opposing side’s claims, you may want to make some reservations.

Reservations are conditions or situations in which you would be willing to give up your view.

What reservations do you now have?

- Key term(s): concede, qualify, reservations

Suggested Resources/Technology Tools

- *The Debatabase Book: A Must-Have Guide for Successful Debate*. Sixth ed., International Debate Education Association, 2013.
- Hopper, Sarah, et. al. *Critical Thinking Topics for the Classroom*. Teacher’s Discovery, 2015.
- McBride, Bill. *If They Can Argue Well, They Can Write Well: Using Classroom Debate to Teach Students to Write Persuasively, Think Critically, and Research and Evaluate Internet Sources*. Revised ed., Incentive Publications, 2014.
- *Perspecs* App (for iPhone/Android)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- Tiered Assignments:
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and

product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence