Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 1: Introduction to Public Speaking *(updated 2/2/21)*		How can speaking be influential? Why should I care about public speaking? Why is effective public-speaking considered a lifelong tool for success?	Identify ways to improve your public speaking skills. Discuss the high-level best practices for giving a speech. Identify key figures of public speaking through the ages. List the benefits of developing public speaking skills. List the rewards of public speaking. Identify how public speaking is a tool for career advancement. Give examples of ways public speaking can lead to influence. Differentiate between public speaking and conversation. Define feedback and describe how you can receive audience feedback in the moment. Define the speaker in the basic speech communication model. Give examples of auditory and visual channels used in public speaking. Analyze your audience based on demographics. Identify methods to cut down on internal and external noise and interference. Demonstrate how to appropriately present yourself when giving a speech. Define situational context, environmental context, and situational awareness. Define gender and culture in relation to public speaking. List the types of informative speeches and describe their use. Explain how to compose a persuasive speech. Distinguish between an informative speech and a persuasive speech. Differentiate a special occasion speech from an informative or persuasive speech.	Direct instruction Graphic Aids	1.1 Learning How to Speak Publicly 1.2 History of Public Speaking 1.3 What You Can Accomplish with Public Speaking 1.4 Elements of Speech Communication 1.5 Types of Public Speeches	Module 1 Quiz
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

Module 2: Public Speaking Ethics *(updated 2/3/21)*		How do you judge the ethical aspects of a speech?	List the qualities of an ethical speaker. State the basic rules of crafting and delivering a speech. Discuss the qualities of an active listener. Describe the different forms of plagiarism. State why plagiarism can be easily detected online.	Direct Instruction Graphic Aids	2.1 Significance of Ethics in Public Speaking. 2.2 Plagiarism	Module 2 Quiz
Unit	**Benchmarks**	**Essential Questions**	**Learning Objectives**	**Instructional Strategies**	**Resources**	**Assessments**
Months 1-12						
Module 3: Preparing the Speech: A Process Outline *(updated 2/3/21)*	ELA.11.7.5.5(A) Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)	How do you plan and organize an effective speech?	Discuss why crafting a strong introduction is important when preparing a speech. Describe how to craft a strong body for a speech that entertains, informs, or argues a point. Discuss the best practices for writing a strong conclusion for a speech. List the different types of transitions used in speeches.	Direct Instruction Graphic Aids	3.1 Components of a Speech. 3.2 Steps of Preparing a Speech	Module 3 Quiz
Unit	**Benchmarks**	**Essential Questions**	**Learning Objectives**	**Instructional Strategies**	**Resources**	**Assessments**
Months 1-12						
Module 4: Building Confidence to Speak *(updated 2/3/21)*		How does my self-concept affect my communications with others?	Give examples of ways to combat speech anxiety. Name the effects of situational anxiety. Differentiate trait anxiety from situational anxiety. Use relaxation and warm-up techniques to mitigate the effects of anxiety. List ways to combat fear of public speaking.	Direct Instruction Graphic Ads	4.1 Understanding Anxiety 4.2 Managing Anxiety	Module 4 Quiz
Unit	**Benchmarks**	**Essential Questions**	**Learning Objectives**	**Instructional Strategies**	**Resources**	**Assessments**
Months 1-12						
Module 5: Learning to Listen and Helping Others Do the Same *(updated 2/3/21)*	ELA.11.9.4.4(A) While respecting intellectual property, 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 (e.g., persuasion, argumentation, debate).	How are listening skills an important aspect of public speaking?	Define active listening and list the five stages of the listening process. Illustrate the relationship between critical thinking and listening. Give examples of the four main barriers to effective listening. Define the receiving stage of the listening process. Define the understanding stage of the listening process	Direct Instruction Graphic Aids	5.1 Understanding Listening. 5.2 Stages of Listening. 5.3 Barriers to Listening. 5.4 Enhancing Your Listening. 5.5 Helping Your Audience Listen More. 5.6 Giving and	Moduel 5 Quiz

| | | | Define the evaluating stage of the listening process. Define the responding stage of the listening process. Define the remembering stage of the listening process. Identify ways in which an effective communicator will approach communicating with a person from another culture. Distinguish between communicating in a feminine style with communicating in a masculine style Identify methods for avoiding technological distractions. Explain how resisting distractions and listening actively can make you a more effective listener. Explain how to listen with an open mind. Apply your observations of feedback from your audience to modify your speech. Employ strategies for maintaining audience focus. Give examples of ways to help your audience understand your ideas. Give examples of ways to build credibility before, during, and after your speech. Demonstrate methods for helping your audience remember your message. | | Receiving Criticism | |

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 6: Choosing a Topic *(updated 2/3/21)*		What are the characteristics of an appropriate speech topic?	Explain the importance of selecting the right topic. Explain why choosing a topic in an area in which you are an expert is a good option. Select your topic from an area in which you have an interest but are not yet an expert. Employ brainstorming as a method to help you generate topic ideas. Demonstrate how to narrow your speech topic.	Direct Instruction Graphic Aids	6.1 Finding and Selecting a Topic. 6.2 Establishing a Purpose and a Thesis	Module 6 Quiz

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

Module 7: Analyzing the Audience *(updated 2/3/21)*	ELA.11.9.6.6(A) Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 75 for specific expectations.) •Apply assessment criteria to evaluate oral presentations by self and others.	What role does an audience play when presenting a speech? How can you speak most effectively in a multi-cultural world?	Explain why it is important to understand your audience prior to delivering a speech. Examine your audience based on demographics. Identify with your audience by adopting their perspective. Recognize characteristics of different generations. List the dangers of using gendered language in your speeches. Define the three main classifications of sexual orientation: bisexuality, heterosexuality, and homosexuality. Demonstrate how knowing your audience's knowledge of your topic can inform your speech. Identify the world's religions and speak with sensitivity to religious beliefs. Give examples of ethnocentrism and prejudice. Apply your knowledge of your audience's group affiliation. Identify the types of physical context you may encounter and plan your speech accordingly. Examine your audience's values, needs, attitudes, and beliefs to cater your speech to their particular profile. Examine the favorability of your audience toward you and your topic. Define the three types of knowledgeability: prior, formative, and summative. Analyze your audience using direct observation, interviews, surveys, or Likert rating scales. Prepare for your audience's likely reactions before delivering your speech, then evaluate their reactions during your speech and adjust to accommodate their wants and needs.	Direct Instruction Graphic Aids	7.1 The Importance of Audience Analysis. 7.2 Demographic Factors to Consider. 7.3 Contextual Factors to Consider. 7.4 Adapting to Your Audience	Module 7 Quiz
Unit	**Benchmarks**	**Essential Questions**	**Learning Objectives**	**Instructional Strategies**	**Resources**	**Assessments**
Months 1-12						

| Module 8: Topic Research: Gathering Materials and Evidence

(updated 2/3/21) | ELA.11.7.7.7(A)
    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.
ELA.11.7.8.8(A)
    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.
ELA.11.7.9.9(A)
    Draw evidence from literary or informational texts to support analysis, reflection, and research.
•Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
•Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). | How does research affect the content of a speech? | Explain how gathering research can provide additional credibility to a speech.
State the best practices for conducting research.
Explain why starting research early, using a bibliography, and evaluating material critically is crucial to the research process.
Summarize the best practices for finding library materials.
Discuss how borrowers can take advantage of physical, digital, and people resources in libraries
Identify ways to use search engines to find information on the Internet.
List types of sources that can be found using the Internet.
Evaluate online sources to assure that they are credible, reliable, and accurate.
Discuss how interviewers should best prepare for an interview.
State the best practices for conducting an interview.
Explain how the different interview methods influence content analysis during follow-up. | Direct Instruction
Graphic Aids | 8.1 Gathering Evidence: An Overview
8.2 Library Reseach
8.3 Internet Research
8.4 Interviewing | Module 8 Quiz |

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 9: Supporting Your Ideas *(updated 2/3/21)*		How do you best support your ideas in a presentation?	Discuss the advantages and disadvantages of using different types of supporting materials. Identify reasons to use supporting materials and which types of materials are appropriate in a given situation. Name elements to be considered when deciding what type of supporting materials to deploy. List the three types of examples. Use examples to help your audience understand the message being presented. Use appropriate statistics in your speech in a way that is easy for your audience to understand. Illustrate your argument by incorporating accurate	Direct Instruction Graphic Aids	9.1 Deploying Supporting Materials 9.2 Using Example. 9.3 Using Statistics 9.4 Using Testimony 9.5 Using Other Supporting Materials 9.6 Using Lofe Experience	Chapter 9 Quiz Midterm Exam

statistics via visual tools.
Differentiate between expert testimony and peer testimony.
State why it is beneficial to incorporate expert testimony into a speech.
Define analogies and how they can be used as a linguistic tool in public speaking.
State how defining key terms creates credibility for public speakers.
List the different ways visual aids add impact to a presentation.
State why effective storytelling is a key component of public speaking.
Explain how to use narrative in speeches.

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 10: Organizing and Outlining the Speech *(updated 2/5/21)*	ELA.11.7.5.5(A) Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.)	What are the essential components of an effective speech?	Explain how information, knowledge, and wisdom work together in a speech. Use critical thinking to craft an effective speech. Name the different components of a speech. Discuss the goals of informative, persuasive, and commemorative speeches. Describe the process and methods for creating a speech outline. Demonstrate a variety of methods to help you choose your main points based on your audience and the purpose of your speech. List ways to organize the main points of your speech. Give examples of ways to highlight the main points in your speech. Use the introduction of your speech to convince your audience that you have something worthwhile to say. Illustrate how to establish credibility and authority with your audience, even if they start out skeptical. Identify your topic, thesis, and main points early in your speech. Define the role of a conclusion in a speech. List the best practices for	Direct Instruction Graphic Aids	10.1 Principles of Organization 10.2 Main Points 10.3 Introduction 10.4 Conclusion 10.5 Transitions 10.6 Outlining	Module 10 quiz

summarizing ideas in the conclusion of a speech.
Discuss the best practices for ending speeches and managing Q&A sessions.
Indicate when transitions should be developed during the speech writing process.
Differentiate between and give examples of transitional phrases, internal previews, internal summaries, and signposts.
Indicate when and how transitions should be used in public speaking.
Identify the reasons to outline prior to writing a speech or presentation.
Describe the purpose of a preparation outline, and the different preparation outline styles used by speech writers.
Construct a speaking outline that includes an introduction, body, and conclusion.
Describe the role and different components of a rough draft outline.

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

Module 11: Wording the Speech
 	
(updated 2/3/21)
	ELA.11.7.7.7(A)
	    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.
	ELA.11.7.8.8(A)
	    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.
	ELA.11.9.3.3(A)
	    Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
		How do individual words impact a speech?	State the importance of carefully choosing language to use in your speech
			Identify factors that should be considered when choosing language to be used in your speech.
			Use force and directness appropriately in your speech.
			Give examples of the uses of abstraction in a speech.
			List the benefits of speaking with a balance of objectivity and subjectivity.
			Differentiate the qualities of an oral society from that of a literate society.
			Choose reliable sources when researching in order to assure your speech's accuracy.
			Analyze your speech topic until you fully understand the question and key terms.
			Use creative, vivid language in your speech to combat monotony.
			Create your own unique voice based on the specific context of your speech.
				Direct Instruction
				Graphic Aids
					11.1 Understanding Language.
					11.2 Variations in Language.
					11.3 Using Language Effectively.
					11.4 Deploying Style Effectively.
					11.5 Understanding Bias in Language
						Module 11 Quiz

Explain why public speakers use alliteration in public speaking.
Indicate when and how onomatopoeia should be used in speech.
Identify the different uses of personification in public speaking.
Distinguish between the use of repetition and parallelism in speech.
Simile and metaphor are creative ways of making comparisons in your speech.
Explain how gendered communication creates bias in public speaking.
Describe how cultural bias can impact the delivery, rhetorical content and reception of a speech.

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 12: Delivering the Speech *(updated 2/3/21)*		How can a speaker effectively practice prior to delivering various types of speeches?	List the four main qualities that make a speech "real" and describe their use. Develop your personal delivery style, considering the four methods of speech delivery. Explain the advantages and disadvantages of delivering a speech directly from a manuscript. Demonstrate how to deliver a speech from memory so that you appear natural and relatable to the audience. List ways to quickly prepare when called upon to give an impromptu speech. Give examples of note-taking strategies for extemporaneous speeches. Differentiate between prepared and impromptu speeches. Describe methods to successfully deliver an impromptu speech. Give examples of non-academic speeches and how to prepare them. List methods of using volume to effectively deliver your speech. Define pitch and describe how pitch changes can change the meaning of sentences.	Direct Instruction Graphic Aids	12.1 Method of Delivery 12.2 Speaking in the Real World 12.3 Effective Vocal Delivery 12.4 Effective Visual Delivery 12.5 Interaction in Public Speaking 12.6 Rehearsing the Speech 12.7 Managing Q&A	Module 12 Quiz

				Instructional		
				Classify pauses as effective or ineffective. Articulation focuses on making individual sounds and pronunciation focuses on stress, rhythm, and intonation of the syllables in the word. Employ vocal variety to emphasize key points in your speech and use dialect to relate to your audience. Explain the value of dressing appropriately and using an open posture when delivering your speech. Employ eye contact and smile when giving your speech. Use natural body movements and gestures to strengthen your message, while avoiding distracting, unnatural movements. Employ visual aids effectively. Use verbal and non-verbal audience interaction to keep your audience engaged and involved with your speech. Explain the value of rehearsal and what methods can be used to rehearse. List elements to consider when rehearsing a speech. Practice answering questions from your audience prior to delivering your speech. Give examples of effective ways to conduct live and online Q&A sessions. List tactics for handling a Q&A session in a non-academic context.			
Unit	**Benchmarks**	**Essential Questions**	**Learning Objectives**	**Instructional Strategies**	**Resources**	**Assessments**
Months 1-12						
Module 13: Informative Speaking *(updated 2/3/21)*		What elements are needed for an effective informative speech?	Define an informative speech. List the four types of informative speeches and describe their use Name some examples of subjects of an informative speech. List the goals of an informative speech. Explain how to effectively scope an informative speech. Apply knowledge of your audience when composing your speech. Choose a topic that is relevant to your audience. Explain how to make	Direct Instruction Graphic Aids	13.1 Introduction to Informative Speaking 13.2 Effective Information Speaking	Module 13 Quiz

| | | | connections in your speech. Use concrete terminology and abstract terminology when it is appropriate for your audience. List ways to make your speech memorable for your audience. Describe the use of devices in public speaking. | | | |

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 14: Persuasive Speaking *(updated 2/3/21)*	ELA.11.7.9.9(A) Draw evidence from literary or informational texts to support analysis, reflection, and research. •Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). •Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). ELA.11.9.3.3(A) Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	How do speakers effectively persuade?	Identify the qualities of a persuasive speech. Define the three goals of a persuasive speech. Differentiate between informative and persuasive speeches. Explain the two psychological theories of persuasion. Discuss the qualities that assure that persuasion is ethical. Explain how to present evidence to prove that a fact is true. Define a persuasive speech of value. Demonstrate how to structure a persuasive speech on a question of policy. Identify the strengths of Eisenhower's persuasive speech about military spending.	Direct Instruction Graphic Aid	14.1 Introduction to Persuasive Speaking. 14.2 Types of Persuasive Speaking 14.3 Sample Persuasive Speech	Module 14 Quiz
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 15: Methods of Persuasive Speaking *(updated 2/3/21)*		How do speakers effectively persuade?	Define selective exposure and explain its relation to persuasive speaking. Modify your expectations for your speech and your performance List the benefits and drawbacks of using an emotional appeal in your speech Identify the two most prevalent kinds of appeals Give examples of how to boost subjective and objective credibility. Identify types of credibility and describe their use List ways to display personal character in order to build	Direct Instruction Graphic Aids	15.1 Getting the most Out of a Persuasive Speech 15.2 Credibility Appeals 15.3 Evidentiary Appeals 15.4 Logical Appeals 15.5 Emotional Appeals 15.6 Emotional Appeals	Module 15 Quiz

credibility with an audience
Explain the ethical challenges of using credibility appeals in persuasive speaking
Explain how accuracy, audience understanding and relevant context assesses the strength of evidence in persuasive speaking.
Explain why speakers must consider accuracy, relevancy, and thoroughness when deploying evidence in public speaking.
Explain why considering other viewpoints is considered ethical in public speaking.
Demonstrate the use of inductive and deductive reasoning.
Explain how to construct a rational appeal.
Give examples of formal and informal logical fallacies.
Break down the components that make up an emotional appeal.
Identify the components that produce an emotional appeal in a speech.
List the types of manipulative techniques used to emotionally appeal to audiences.
Explain the steps that make up Alan Monroe's Motivated Sequence for organizing persuasive speeches, and how Maslow's Hierarchy of Needs serves as a method for motivating listeners.

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 16: Preparing and Using Visual Aids *(updated 2/5/21)*	ELA.11.9.5.5(A) 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.	How can a speaker effectively implement sensory enhancements?	Discuss how sensory enhancements can improve listener engagement, comprehension, and memory. Discuss how to choose the appropriate visual aid for presentations. Indicate what factors speakers should consider when selecting and preparing visual aids. Indicate when using physical and animate objects is appropriate in presentations. Distinguish between the use of chalkboards, dry boards, whiteboards and flip charts	Direct Instruction Graphic Aids	16.1 The Value of Sensory Enhancements. 16.2 Types of Sensory Enhancements 16.3 Preparing Sensory Enhancements 16.4 Presenting with Sensory Enhancements 16.5 Using PowerPoint and Alternatives Successfully	Module 16 Quiz

during presentations.
Discuss the appropriate
placement of images, graphs,
and drawings in presentations.
Illustrate how multimedia
tools can enhance audiences'
experience.
Explain how slideshows are
used for personal and
business purposes.
Discuss the best practices of
using text, video, sound,
graphics and animation in
presentations.
Identify the common missteps
presenters make when using
sensory enhancements in
presentations.
State the best design
practices that should be
incorporated into PowerPoint
presentations.
Describe how color can be
used to enhance
presentations.
List best practices for
presenting visual aids in a
speech.
Discuss the missteps
presenters should avoid when
using visual aids.
Name the advantages and
disadvantages of using
PowerPoint.
Break down the elements that
comprise a PowerPoint slide.
Illustrate how PowerPoint
features can be used to
communicate to audiences.
Describe the different
software programs available
as an alternative to
PowerPoint.

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 17: Special Occasions *(updated 2/3/21)*		What are some unique aspects of special occasion speeches?	Define an introduction speech Discuss how to prepare an acceptance speech Define a speech to secure goodwill Identify types of commemorative speeches Define an inspirational speech Distinguish a light speech such as a farewell, toast, or after dinner remark from other types of public speaking	Direct Instruction Graphic Aids	17.1 Speeches for Special Occasions	Chapter 17 Quiz
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments

Months 1-12						
Module 18: Speaking in and for Groups *(updated 2/3/21)*	ELA.11.7.4.4(A) 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.) ELA.11.7.5.5(A) Use a writing process to develop and strengthen writing as needed by planning, drafting, 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 on page 75.) ELA.11.7.6.6(A) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ELA.11.7.8.8(A) 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. ELA.11.7.9.9(A) Draw evidence from literary or informational texts to support analysis, reflection, and research. •Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). •Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		Describe the qualities of effective leadership in groups Describe the typical roles and responsibilities of group members Explain how reflective thinking is used in group settings Define four formats of group presentations Demonstrate how each individual in a group should participate in a group presentation Define the processes that describe the dynamics of group thinking and team presentations. Produce an outline for a persuasive speech which cites evidence. Produce an effective written persuasive speech which cites supporting evidence and apply techniques for effective persuasive speeches	Direct Instruction Graphic Aids Sample Speech Outline	18.1 Working in Groups. 18.2 Presenting Group Thinking.	Written Assignment 1 - Speech Outline Written Assignment 2 - Written Speech Module 18 Quiz Final Exam