

SPEECH & COMMUNICATION

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i>			
CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 8: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p>	
CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or	Unit 1: Identify the basic elements of the communication process (sender, receiver, message and	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication	

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<p>visual representation (e.g. letter to editor, proposal, poem, or digital story).</p>	<p>medium).</p> <p>Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p>	
<p>CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p>Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach.</p> <p>Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Unit 2: Differentiate between verbal and non-verbal modes of communication.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p>	

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		Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species	
<p>CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers' questions.</p>	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 4: Realize that a positive self-concept is essential to effective communication. Gain insight into how to develop a better self-concept.</p> <p>Unit 8: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: <i>Crash, Babel</i></p> <p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly</p>	
<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Recognize speech anxiety</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech</p>	

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	<p>(fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 9: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).</p>	<p>Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.</p>	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p> <p>Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p>	
<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing:</p>	

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		Communication Skills, The English File: Using the Power of Language	
STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 4: Participate in a series of confident builders to better equipment to become public speakers.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: <i>Crash, Babel</i></p>	
CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 4: Realize that a positive self-concept is essential to effective communication. Gain insight into how to develop a better self-concept. Participate in a series of confident builders to better equipment to become public speakers.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p>	

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	Learn to see from multiple points of views and perspectives.	Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: <i>Crash, Babel</i>	
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience. Unit 4: Realize that a positive self-concept is essential to effective communication. Gain insight into how to develop a better self-concept. Participate in a series of confident builders to better equipment to become public speakers.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: <i>Crash, Babel</i>	
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 4: Realize that a positive self-concept is essential to effective communication. Gain insight into how to develop a better self-concept. Participate in a series of confident builders to better equipment to become public speakers.	Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: <i>Crash, Babel</i>	
STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
CE1.3.1 Compose written, spoken, and/or multimedia	Unit 2: Develop strategies to adapt	Unit 2: Anchor Text: Public	

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<p>compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p>	<p>effective communication toward a specific audience (audience analysis). Identify and explain the SPAM model (Situation, Purpose, Audience, Method). Learn strategies for effective oral interpretation and performance. Demonstrate skills and format for effective impromptu speaking. Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes). Unit 6: Differentiate between “hot” and “cool” media (McLuhan);</p>	<p>Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris’ The Human Animal: A Personal View of the Human Species Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for</p>	

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		Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass <i>Propaganda:</i> Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911	
CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience. Unit 2: Learn strategies for effective oral interpretation and performance. Demonstrate skills and format for effective impromptu speaking. Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris’ The Human Animal: A Personal View of the Human Species Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech	

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		Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking	
CE1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it. Present an autobiographical presentation to gain experience in front of an audience. Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking	
CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes. Unit 8: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color.	Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These	

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		<p>packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
<p>CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p> <p style="padding-left: 40px;">Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.</p> <p>Unit 4: Obtain and apply interpersonal communication skills, including, but not limited to, interview skills, negotiations and social skills.</p> <p style="padding-left: 40px;">Learn to see from multiple points of views and perspectives.</p> <p>Unit 9: Learn the conventions of writing an affirmative case including Inherency, Harms, Solvency.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: <i>Crash, Babel</i></p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers;</p>	

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		How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 2: Learn strategies for effective oral interpretation and performance. Demonstrate skills and format for effective impromptu speaking.</p> <p>Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes. Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking</p>	
CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions,	Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.	Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech	

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acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	<p>Unit 5: Students will identify the various elements and dynamics of group communication.</p> <p>Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles).</p> <p>Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment).</p>	<p>Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
CE1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	<p>Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes).</p> <p>Unit 5: Students will identify the various elements and dynamics of group communication.</p> <p>Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles).</p> <p>Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment).</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Learn physiology of voice production.</p> <p>Understand the use of voice in communication (pitch, volume, tone, rate, etc.).</p> <p>Gain insight into the importance and effectiveness of non-verbal communication (eye contact, gestures/movement, facial expression, posture, dress/appearance).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction</p>	

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	<p>Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p> <p>Learn strategies for effective oral interpretation and performance.</p> <p>Demonstrate skills and format for effective impromptu speaking.</p> <p>Unit 3: Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.</p> <p>Unit 6: Differentiate between “hot” and “cool” media (McLuhan);</p> <p>Unit 9: Learn the conventions of writing a negative case including uniqueness, links, and impact.</p>	<p>to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris’ The Human Animal: A Personal View of the Human Species</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog;</p>	

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primary and secondary (print and electronic) resources.	<p>sources.</p> <p>Become familiarized with databases and how to use them as an effective research tool.</p> <p>Obtain savvy Internet research skills.</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p>	
<p>CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p>	<p>Unit 3: Learn a variety of research skills with an emphasis on evaluating the credibility of sources.</p> <p>Become familiarized with databases and how to use them as an effective research tool.</p> <p>Obtain savvy Internet research skills.</p> <p>Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.</p> <p>Unit 9: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p> <p>Unit 10: Anchor Text: Writing for Mass Media</p> <p>Related Resources: Radio Producer's Handbook; An Introduction to Speech Communication; An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
<p>CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and</p>	<p>Unit 3: Learn a variety of research skills with an emphasis on evaluating the credibility of sources.</p> <p>Become familiarized with databases and how to use them as</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-</p>	

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<p>implications.</p>	<p>an effective research tool. Obtain savvy Internet research skills. Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes. Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda). Understand the relationship between American media and politics. Explore the role of advertising and PR in American culture. Explore and analyze media influence from both a practical and literary perspective. Explore the role of advertising and PR in American culture. Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p>	<p>Unit 3: Learn how to organize research into a variety of formal outlines (informative vs.</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p>	

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	<p>persuasive, full-sentence, key notes.</p> <p>Unit 8: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color.</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
<p>CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).</p>	<p>Unit 3: Learn a variety of research skills with an emphasis on evaluating the credibility of sources.</p> <p>Become familiarized with databases and how to use them as an effective research tool.</p> <p>Obtain savvy Internet research skills.</p> <p>Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.</p> <p>Unit 9: Write complete briefs.</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or</p>	<p>Unit 3: Learn a variety of research skills with an emphasis on evaluating the credibility of</p>	<p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p>	

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<p>genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>	<p>sources.</p> <p>Become familiarized with databases and how to use them as an effective research tool.</p> <p>Obtain savvy Internet research skills.</p> <p>Learn how to organize research into a variety of formal outlines (informative vs. persuasive, full-sentence, key notes.</p> <p>Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Evaluate sources to determine their qualifications and the utility of the evidence. Learn how to find an author's qualifications.</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>			
<p>CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<p>Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach.</p> <p>Identify the basic elements of the communication process (sender, receiver, message and medium).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing:</p>	

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	<p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Differentiate between verbal and non-verbal modes of communication.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 6: Examine the First Amendment's role in mass media. Understand the relationship between American media and politics.</p> <p>Unit 9: Learn to anticipate what the opposing side will say about your case and learn to have/write answers to those attacks.</p>	<p>Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion</p>	

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		<p>Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience. Unit 2: Learn physiology of voice production. Understand the use of voice in communication (pitch, volume, tone, rate, etc.). Gain insight into the importance and effectiveness of non-verbal communication (eye contact, gestures/movement, facial expression, posture, dress/appearance). Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.). Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species Unit 3: Anchor Text: Public</p>	

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	<p>(iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p> <p>Unit 10: Utilize media technology for TV-Radio productions (i.e. YouTube/Internet distribution of video content, Internet radio, podcasting, DVR, etc.).</p>	<p>Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p> <p>Unit 10: Anchor Text: Writing for Mass Media</p> <p>Related Resources: Radio Producer's Handbook; An Introduction to Speech Communication; An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
<p>CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p> <p>Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction</p>	

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	<p>other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Learn what makes a successful rebuttal and how to use it.</p>	<p>to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).</p>	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Research and find pieces of evidence that support each contention.</p> <p>Unit 10: Utilize media technology for TV-Radio productions (i.e. YouTube/Internet distribution of video content, Internet radio, podcasting, DVR, etc.).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function</p>	

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		<p>of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 7: Analyze print and TV ads according to Maslow's Hierarchy.</p> <p>Unit 10: Utilize media technology for TV-Radio productions (i.e. YouTube/Internet distribution of video content, Internet radio, podcasting, DVR, etc.).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking</p> <p>Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p> <p>Unit 10: Anchor Text: Writing for Mass Media</p> <p>Related Resources: Radio Producer's Handbook; An Introduction to Speech</p>	

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		Communication; An Introduction to Speech Communication: A Person-to-Person Workbook	
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>			
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium). Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis). Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 7: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p>	
CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual	<p>Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach. Present an autobiographical</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-</p>	

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<p>and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>	<p>presentation to gain experience in front of an audience.</p> <p>Unit 2: Differentiate between verbal and non-verbal modes of communication.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Learn how to make a brief (including how to make a concise tag for evidence. What information to include on each brief. How to use briefs when debating.</p>	<p>Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and</p>	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An</p>	

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<p>affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Unit 9: Learn how to make a brief (including how to make a concise tag for evidence. What information to include on each brief. How to use briefs when debating.</p>	<p>Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>	<p>Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach. Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.). Unit 2: Differentiate between verbal and non-verbal modes of communication. Unit 9: Watch a full debate in class and learn how to evaluate the effectiveness of each speaker and the arguments each speaker is making.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the</p>	

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		<p>Human Species</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>	<p>Unit 9: Watch a full debate in class and learn how to evaluate the effectiveness of each speaker and the arguments each speaker is making.</p>	<p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p>	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 9: Learn to take special notes (called flowing) to keep track of and Be able to answer the arguments your opponent is making.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-</p>	

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		Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium). Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.) Unit 9: Flow several debates before students deliver their own debates.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman;	

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		Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium). Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Present an autobiographical presentation to gain experience in front of an audience. Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.) Unit 7: Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.) Unit 6: Learn to write advertising copy for both television and radio, including PSAs).	Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking	

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	<p>Unit 7: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911 Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p>	

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<p>CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis). Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.). Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 3: Learn how to use media aids to enhance a presentation, with a primary focus on PowerPoint and other forms of multi-media (iMovie, iDVD, Garageband, iTunes, etc.)</p> <p>Unit 6: Examine the First Amendment's role in mass media. Learn to differentiate between truth and spin (i.e. media bias/propaganda). Understand the relationship between American media and politics. Explore the role of advertising and PR in American culture. Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 3: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Standard Deviants Public Speaking</p> <p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do</p>	

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		<p>What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 4: Obtain and apply interpersonal communication skills, including, but not limited to, interview skills, negotiations and social skills.</p> <p>Unit 5: Students will identify the various elements and dynamics of group communication. Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles). Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment).</p> <p>Unit 6: Examine the First Amendment's role in mass media. Understand the relationship between American media and politics.</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' <i>The Human Animal: A Personal View of the Human Species</i></p> <p>Unit 4: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: <i>Crash, Babel</i></p> <p>Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911	
CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium). Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Unit 2: Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.). Unit 4: Obtain and apply interpersonal communication skills, including, but not limited to, interview skills, negotiations and social skills. Unit 9: Flow several debates before students deliver their own debates.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species Unit 4: Anchor Text: Public	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: <i>Crash, Babel</i></p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p> <p style="padding-left: 40px;">Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p style="padding-left: 40px;">Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Learn strategies for effective oral interpretation and performance.</p> <p>Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda).</p> <p>Understand the relationship between American media and politics.</p> <p>Explore the role of advertising and PR in American culture.</p> <p>Explore and analyze media influence from both a practical and literary perspective.</p> <p>Unit 7: Analyze print and TV ads for Subject, Purpose, Audience, and Method.</p>	<p>Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing:</p> <p>Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	

SPEECH & COMMUNICATION

HSCE	Activities	Resources/Materials	Assessment
		Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium). Present an autobiographical presentation to gain experience in front of an audience.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language	
CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.). Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.). Learn strategies for effective oral interpretation and performance. Unit 7: Analyze print and TV ads according to Maslow’s Hierarchy. Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris’ The Human Animal: A Personal View of the Human Species	

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HSCE	Activities	Resources/Materials	Assessment
		Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda).	Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the	

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HSCE	Activities	Resources/Materials	Assessment
		Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit 911</i> ; <i>Fahrenheit 911</i>	
CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	<p>Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 2: Demonstrate skills and format for effective impromptu speaking.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p>	
CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).	<p>Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 7: Using the techniques we have learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters, significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	<p>Unit 1: Identify the basic elements of the communication process (sender, receiver, message and medium).</p> <p>Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 9: Research and find pieces of evidence that support each contention.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Unit 7: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	<p>Unit 1: Recognize speech anxiety (fright) and learn techniques for reducing it.</p> <p>Unit 9: Evaluate a policy debate by completing an educational ballot that offers constructive criticism of each of the four speakers and a well-reasoned basis for your decision (based on argumentation used rather than the personal opinion of the judge).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
CE2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	<p>Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 2: Learn strategies for effective oral interpretation and performance.</p> <p>Unit 9: As a class, choose a topic and figure out what each of the above components are for that topic.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction</p>	

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HSCE	Activities	Resources/Materials	Assessment
		to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Unit 1: Present an autobiographical presentation to gain experience in front of an audience. Unit 7: Present ad to the class. Participate in feedback cycle.	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model	
STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i>			
CE3.1.1 Interpret literary language (e.g. imagery,	Unit 2: Learn the impact of language	Unit 2: Anchor Text: Public	

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HSCE	Activities	Resources/Materials	Assessment
allusions, symbolism, metaphor) while reading literary and expository works.	in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.). Learn strategies for effective oral interpretation and performance.	Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species	
CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Unit 2: Learn strategies for effective oral interpretation and performance.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species	
CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	Unit 8: Each side will make a list of "weaknesses" in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to ask their opponent which will both clarify as well as point out strategic flaws in their opponents' arguments.	Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
CE3.1.4 Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda). Unit 8: Each side will make a list of "weaknesses" in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to	Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media	Q

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	ask their opponent which will both clarify as well as point out strategic flaws in their opponents' arguments.	<p>Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p> <p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why	Unit 8: Read all the articles contained in their research packets.	Unit 8: Anchor Text: Research packets designed to give	

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similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.		students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Unit 2: Learn strategies for effective oral interpretation and performance. Unit 8: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 5: Students will identify the various elements and dynamics of group communication. Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles). Students will partake in	Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Unit 8: Anchor Text: Research	

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	<p>teambuilding exercises (e.g. <i>True Colors</i> personality assessment).</p> <p>Unit 8: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.</p>	<p>packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
<p>CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>	<p>Unit 8: Each side will make a list of "weaknesses" in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to ask their opponent which will both clarify as well as point out strategic flaws in their opponents' arguments.</p>	<p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
<p>CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p>Unit 2: Learn strategies for effective oral interpretation and performance.</p>	<p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
<p>CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>Unit 8: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.</p>	<p>Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p>	

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HSCE	Activities	Resources/Materials	Assessment
		The Forensic Quarterly	
STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i>			
CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	Unit 2: Learn strategies for effective oral interpretation and performance.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook	
CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	Unit 2: Learn strategies for effective oral interpretation and performance.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook	
CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Unit 2: Learn strategies for effective oral interpretation and performance.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook	
CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Unit 5: Students will identify the various elements and dynamics of group communication. Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles). Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment).	Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Unit 8: Anchor Text: Research packets designed to give students 3-4 articles on their	

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	Unit 8: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.	topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Unit 2: Learn strategies for effective oral interpretation and performance. Demonstrate skills and format for effective impromptu speaking.	Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook	
STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Unit 6: Explore and analyze media influence from both a practical and literary perspective.	Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth	

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HSCE	Activities	Resources/Materials	Assessment
		<p>About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p>	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 6: Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly;</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).</p>	<p>Unit 6: Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing:</p> <p>Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>	<p>Unit 6: Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing:</p> <p>Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin:</p>	

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HSCE	Activities	Resources/Materials	Assessment
		The Media and the Iraq War; The War Room; Shattered Glass <i>Propaganda:</i> Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911	
CE3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	Unit 6: Explore and analyze media influence from both a practical and literary perspective.	Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in theMedia: Mike Wallace <i>Spin:</i> Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass <i>Propaganda:</i> Triumph of the Will; Control Room; Inconvenient Truth; Bowling	

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HSCE	Activities	Resources/Materials	Assessment
		for Columbine; <i>Fahrenheit 911</i> ; <i>Fahrenhype 911</i>	
<p>CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</p>	<p>Unit 6: Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit 911</i>; <i>Fahrenhype 911</i></p>	
<p>STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i></p>			

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p>	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 2: Demonstrate skills and format for effective impromptu speaking.</p> <p>Unit 7: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p>	<p>Unit 7: Take a final test at the end of the unit to assess learnings.</p>
<p>CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p>	<p>Unit 6: Examine the First Amendment's role in mass media. Understand the relationship between American media and politics.</p> <p>Unit 7: Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media;</p>	<p>Unit 7: Take a final test at the end of the unit to assess learnings.</p>

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HSCE	Activities	Resources/Materials	Assessment
		<p>Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p>	
<p>CE3.4.3 Understand the ways people use media in their personal and public lives.</p>	<p>Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 6: Learn to write advertising copy for both television and radio, including PSAs).</p> <p>Unit 7: Using the techniques we have learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters,</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p>	<p>Unit 7: Take a final test at the end of the unit to assess learnings.</p>

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HSCE	Activities	Resources/Materials	Assessment
	<p>significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad.</p> <p>Unit 10: Understand the growing sector of “new media” and their impact on the media industry/general public.</p> <p>Utilize media technology for TV-Radio productions (i.e. YouTube/Internet distribution of video content, Internet radio, podcasting, DVR, etc.).</p> <p>Explore career options in the field of media, including college, trade programs, internships, etc.</p>	<p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing:</p> <p>Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenhype</i> 911</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking</p> <p>Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Unit 10: Anchor Text: Writing for Mass Media Related Resources: Radio Producer’s Handbook; An Introduction to Speech Communication; An Introduction to Speech Communication: A Person-to-Person Workbook	
<p>CE3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda). Understand the relationship between American media and politics. Explore the role of advertising and PR in American culture. Explore and analyze media influence from both a practical and literary perspective. Learn to write advertising copy for both television and radio, including PSAs).</p> <p>Unit 7: Using the techniques we have learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters, significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad.</p> <p>Unit 10: Understand the growing sector of “new media” and their impact on the media industry/general public.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 6: Anchor Text: Writing for Mass Media Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p>	<p>Unit 7: Take a final test at the end of the unit to assess learnings.</p>

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HSCE	Activities	Resources/Materials	Assessment
	<p>Utilize media technology for TV-Radio productions (i.e. YouTube/Internet distribution of video content, Internet radio, podcasting, DVR, etc.).</p> <p>Explore career options in the field of media, including college, trade programs, internships, etc.</p>	<p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenhype</i> 911</p> <p>Unit 7: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots; Language in Advertising; Balance Theory; Psychographics/VALS Model</p> <p>Unit 10: Anchor Text: Writing for Mass Media Related Resources: Radio Producer’s Handbook; An Introduction to Speech Communication; An Introduction to Speech Communication: A Person-to-Person Workbook</p>	
	<p>STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i></p>		
<p>CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach.</p> <p>Identify the basic elements of the communication process (sender, receiver, message and</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p>	

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	<p>medium).</p> <p>Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Differentiate between verbal and non-verbal modes of communication.</p> <p>Unit 9: Learn how to construct and ask effective cross examination questions.</p> <p>Write a compelling rebuttal.</p> <p>Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p>	<p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p> <p>Unit 9: Research and find pieces of evidence that support each contention.</p>	<p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p>	

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		<p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p> <p style="padding-left: 40px;">Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p style="padding-left: 40px;">Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p style="padding-left: 40px;">Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 6: Learn to write advertising copy for both television and radio, including PSAs).</p> <p>Unit 9: Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual</p>	

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		<p>Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President’s Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911 Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers. Recognize different types of communication (intrapersonal,</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-</p>	

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	<p>interpersonal, group, public, mass, interpretive, etc.).</p> <p>Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p> <p>Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p>	<p>Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p>	
<p>CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Unit 1: Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.).</p> <p>Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Recognize the importance of credibility as both speakers and</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p>	

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	<p>listeners (ethics, speaker responsibility, etc.).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 6: Learn to write advertising copy for both television and radio, including PSAs).</p> <p>Unit 9: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing:</p> <p>Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace</p> <p>Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling</p>	

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		for Columbine; <i>Fahrenheit 911</i> ; <i>Fahrenheit 911</i> Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
STANDARD 4.2 <i>Understand how language variety reflects and shapes experience.</i>			
CE4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).	Unit 1: Understand the basic meaning/difference between written, verbal and non-verbal communication from both a practical and theoretical approach. Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.). Realize the impact of communication in every day life (family, friends, school, work, community, etc.). Present an autobiographical presentation to gain experience in front of an audience. Unit 2: Differentiate between verbal and non-verbal modes of communication. Learn physiology of voice production. Gain insight into the importance and effectiveness of non-verbal communication (eye contact, gestures/movement, facial expression, posture,	Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing: Communication Skills, The English File: Using the Power of Language Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication	

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	<p>dress/appearance). Learn the impact of language in communication (i.e. dialect, slang, jargon, literal vs. figurative, aesthetic aspects, word choice, denotative vs. connotative meaning, etc.). Develop strategies to adapt effective communication toward a specific audience (audience analysis). Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.). Identify and explain the SPAM model (Situation, Purpose, Audience, Method). Unit 5: Students will identify the various elements and dynamics of group communication. Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles). Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment). Unit 9: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).</p>	<p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE4.2.2 Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.). Realize the impact of communication in every day life (family, friends, school, work, community, etc.). Present an autobiographical</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work Related Viewing:</p>	

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	<p>presentation to gain experience in front of an audience.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p style="padding-left: 40px;">Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p style="padding-left: 40px;">Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 6: Examine the First Amendment's role in mass media.</p> <p style="padding-left: 40px;">Understand the relationship between American media and politics.</p>	<p>Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin:</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	
<p>CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>	<p>Unit 1: Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' The Human Animal: A Personal View of the Human Species</p>	
<p>CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>Unit 1: Demonstrate difference between listening vs. hearing in an effort to become more active listeners/readers.</p> <p>Recognize different types of communication (intrapersonal, interpersonal, group, public, mass, interpretive, etc.).</p> <p>Realize the impact of communication in every day life</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>(family, friends, school, work, community, etc.).</p> <p>Present an autobiographical presentation to gain experience in front of an audience.</p> <p>Unit 2: Develop strategies to adapt effective communication toward a specific audience (audience analysis).</p> <p>Recognize the importance of credibility as both speakers and listeners (ethics, speaker responsibility, etc.).</p> <p>Identify and explain the SPAM model (Situation, Purpose, Audience, Method).</p> <p>Unit 5: Students will identify the various elements and dynamics of group communication.</p> <p>Students will learn strategies for effective group communication/teamwork (i.e. group norms/roles).</p> <p>Students will partake in teambuilding exercises (e.g. <i>True Colors</i> personality assessment).</p> <p>Unit 6: Examine the First Amendment's role in mass media.</p> <p>Understand the relationship between American media and politics.</p> <p>Unit 9: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).</p>	<p>English File: Using the Power of Language</p> <p>Unit 2: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Desmond Morris' <i>The Human Animal: A Personal View of the Human Species</i></p> <p>Unit 5: Anchor Text: Public Speaking Today/Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook</p> <p>Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass</p> <p>Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p> <p>Unit 9: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman; Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at debate.uvm.edu</p>	
<p>CE4.2.5 Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.</p>	<p>Unit 1: Realize the impact of communication in every day life (family, friends, school, work, community, etc.).</p> <p>Unit 6: Learn to differentiate between truth and spin (i.e. media bias/propaganda).</p> <p style="padding-left: 40px;">Understand the relationship between American media and politics.</p> <p style="padding-left: 40px;">Explore the role of advertising and PR in American culture.</p> <p style="padding-left: 40px;">Explore and analyze media influence from both a practical and literary perspective.</p>	<p>Unit 1: Anchor Text: Public Speaking Today/ Introduction to Speech Communication</p> <p>Related Resources: An Introduction to Speech Communication: A Person-to-Person Workbook, Communication at Work</p> <p>Related Viewing: Communication Skills, The English File: Using the Power of Language</p> <p>Unit 6: Anchor Text: Writing for Mass Media</p> <p>Related Resources: An Introduction to Speech</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Communication: A Person-to-Person Workbook Related Viewing: Advertising/Media Influence: Why We Do What We Do; Why We Buy What We Buy; Sexual Stereotypes in the Media; Sexual Stereotypes in Media: Superman and the Bride; Mickey Mouse Monopoly; Merchants of Cool; All the President's Men; Now: With Bill Moyers: Public Opinion Research; Violence in the Media: Mike Wallace Spin: Truth Merchants; Truth About Lies; Thank you for Smoking; Wag the Dog; Disconnected: Politics, the Press and the Public; Reporters at War: War, Lies and Videotape; War Spin: The Media and the Iraq War; The War Room; Shattered Glass Propaganda: Triumph of the Will; Control Room; Inconvenient Truth; Bowling for Columbine; <i>Fahrenheit</i> 911; <i>Fahrenheit</i> 911</p>	