PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey

Public Speaking Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process.   Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts.   The curriculum writing committee members will act as a resource for their department colleagues.   Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide.   The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, "The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

Cathy Timpone, Ed. D.
Director of Curriculum & Instruction

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:
Reading 7 Curriculum Guide

Michelle Muller revised:
English 7 Curriculum Guide

Melissa Quackenbush revised:
English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:
Speech and Drama 7, Speech and Drama 8, American Literature,
American Literature Honors, Express Yourself, Acting in Performing Arts I and II,
Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:
Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:
SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

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Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
PARK RIDGE, NJ

ENGLISH DEPARTMENT, 2012 – 2013

COURSE TITLE/GRADE & SUBJECT: Public Speaking/ gr. 9 – 12 English   **COURSE #:** 1791

PREREQUISITE: Successful Completion of 8th grade

TIME ALLOCATION: One Semester – five days per week (44 minutes per day) – 2.5 credits

TEXTS: *Speech Communication* (McDougal Littel)

COURSE PHILOSOPHY:
This course is designed for those students who are interested in developing and broadening their public speaking skills. While emphasis is placed on oral presentations, lectures, and speeches, students receive reading and writing experience through extensive research and by pre-writing, drafting, and revising their presentations.

OVERARCHING ENDURING UNDERSTANDINGS:
Effective communication helps people strengthen their relationships and improve their success in almost any career.
Speeches, like essays, usually have three parts: introductions, bodies and conclusions.
Persuasion is the process of changing or reinforcing attitudes, beliefs or behaviors.
Life is filled with special occasions where speakers are needed.

OVERARCHING ESSENTIAL QUESTIONS:
Why is communication important?
What elements should speakers consider in planning an informative speech?
How do persuasive speakers appeal to the needs of listeners?
When are public speaking skills useful?

TABLE OF CONTENTS:

UNIT ONE: COMMUNICATION AWARENESS

UNIT SUMMARY:

Unit One of public speaking introduces students to the various contexts of communication and the skills needed to be an effective communicator. As students learn about communication contexts, levels of communication and non-verbal communication, students will gain communication confidence through improvisation games, relaxation techniques and group-building exercises. Finally, students will practice what they have learned as they conduct talk show style interviews in pairs.

21ST CENTURY THEMES:

☒ Global Awareness
☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
☒ Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

As students examine communication, they will analyze fictional and non-fictional examples of communication (English).

In preparation for the students' public performances, they will examine the fiscal benefits of being effective communicators (Financial, Economic, Business and Entrepreneurial Literacy) and practice relaxation exercises to help manage the stress associated with public speaking (Health Literacy). Finally, the students will collaborate and learn more about each other as they interview their classmates.

STANDARDS

READING LITERATURE STANDARD
RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

READING INFORMATIONAL TEXT STANDARD
RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
WRITING STANDARD

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING STANDARDS
SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS
L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21ST CENTURY LIFE SKILLS
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:	UNIT ENDURING UNDERSTANDINGS:
- Why do people sometimes misunderstand what people say about them? - Why is it important for speakers to know their audiences? - How does context affect communication? - How are communication skills vital to most careers? - In what ways can facial expressions, gestures and appearances convey meaning? - How can speakers control their voices?	- Messages can easily be misunderstood, since the meaning of messages are found in those who send them. - To communicate effectively, it is important to know your audience and the context. - People communicate through symbols, both verbal and nonverbal. - Speech communication occurs on several levels, beginning with oneself and ending with mass communication.

▪ What are the characteristics of effective listening? ▪ Why is communication important?		▪ A speaker can manipulate his pitch, volume, rate and resonators. ▪ Good listening techniques can sharpen you thinking and bring improvements in family relationships, social skills, school performance and job proficiency. ▪ Effective communication helps people strengthen their relationships and improve their success in almost any career. ▪	

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 weeks	▪ Contexts of communication ▪ Levels of communication ▪ Non-verbal communication ▪ Speaking and Listening	▪ Adjust communication effectively in a variety of contexts (family, friends and peer group, school and work, community, generational and multicultural) ▪ Tailor messages to audiences depending of their levels (intrapersonal, interpersonal, group, public and mass communication) ▪ Communicate without words ▪ Control non-verbal symbols ▪ Manage nerves associated with public speaking ▪ Build speaking confidence	**Formative Assessments** ▪ Situation comedy analysis ▪ Conversation critiques ▪ Context role-play ▪ Non-verbal scenes ▪ Spotting kinesics communication ▪ Listening barriers improvisation ▪ Analyzing classified ads ▪ Talk Show Analysis ▪ Relaxation techniques **Summative Assessments** ▪ Communication classified advertisement ▪ Basic interview script ▪ Interviews

TEACHER RESOURCES ▪ *Speech Communication* (McDougal Littel) ▪ Episode of *Keenan & Kel* or other sitcom ▪ SmartBoard or LCD Projector ▪ Access to YouTube (for sample talk show interviews) ▪ Talk show outline from *The Late Show with Conan O'Brien*	**TEACHER NOTES/REFLECTIONS** **Terminology:** ▪ Active listening ▪ Adaptability ▪ Adaptors ▪ Affect display ▪ Articulation ▪ Communication

	- Context - Diaphragm - Emblems - Generation - Group communication - Haptics - Illustrators - Interpersonal communication - Intrapersonal communication - Kinesics - Larynx - Listening barriers - Mass communication - Meaning - Message - Multicultural - Noise - Nonverbal - Paralanguage - Pitch - Platform movement - Proxemics - Public communication - Rate - Regulators - Resonators - Speech communication - Stage fright - Symbols - Trachea - Trust - Verbal - Vocal chords - Volume

UNIT TWO: INFORMATIVE SPEAKING

UNIT SUMMARY:

Unit Two provides essential skills for the future: writing and presenting informative speeches. Students will first learn about the four types of informative speeches and the key steps in speech planning. They will then examine the three main parts of the informative speech-- the beginning, the body and the conclusion. Particular attention will be paid to engaging audiences with attention-grabbers, getting points across in the speech's body, writing a compelling conclusion and conducting question-and-answer sessions. Knowing how to present an effective informative speech will help students at work, at school and on special occasions.

21ST CENTURY THEMES:

☐ Global Awareness
☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
☐ Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
Students will recall how the write and organize informative essays and will apply those strategies and they write informative speeches (English).

Students will read and watch a variety of sample persuasive speeches including "Chief Seattle Cautions Americans to Deal With Justly with His People" and Franklin Delano Roosevelt's First Inaugural Address (Civic Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-2.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:	UNIT ENDURING UNDERSTANDINGS:
▪ Why must a speaker adjust the type of informative speech based	▪ There are four types of informative speeches: demonstration and

- on the speech's purpose?
  - What elements should speakers consider in planning an informative speech?
  - How do speakers capture audiences' attention?
  - How do speakers get their points across?
  - How can speakers conclude informative speeches effectively?

process speeches, definition speeches, description speeches and social ritual speeches. Each type of speech presents it an speaker with its own unique challenges.
- Speakers must evaluate the speaking situation before planning their informative speeches.
- Speeches, like essays, usually have three parts: introductions, bodies and conclusions.
- Introductions should get the audience's attention.
- Body paragraphs should be logically organized.
- The end of the speech is what the audience remember.
- Allowing questions during your speech can make the session more interactive and lively.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
5 weeks	- Types of Informative Speeches - Planning Informative Speeches - Anatomy of an Informative Speech - Creating, Rehearsing and Performing Demonstration and Process Speeches/Expository Method - Creating, Rehearsing and Performing Definition or Description Speeches/Researching topics/Manuscript method	- Identify when different types of informative speeches are appropriate - Plan informative speeches - Compose informative speeches with introductions, body paragraphs and conclusions - Create speeches using the expository method - Use manuscript markings to inform speaking choices - Perform demonstration and process speeches - Create speeches using the manuscript method - Perform definition or description speeches	**Formative Assessments** - Analyzing advertisements - Screening and reading informative speeches - Playing "What's For Dinner?" - Transition device practice - Choose the best ending activity - Partner speech rehearsal **Summative Assessments** - Demonstration and Process Speech outlines - Demonstration and Process Speech performance - Definition or Description Speech manuscripts - Definition or Description Speech performances

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
Speech Communication (McDougal Littel) - Episode of *30 Minute Meals* or other cooking show "What's for Dinner?" (Game) - SmartBoard or LCD Projector - Access to YouTube (for sample Definition or Description Speeches) - Microsoft Word - Laptops or desktop computers - Access the media center and school librarian	**Terminology:** - Cause and effect - Circular definition - Classification - Comparison and contrast - Definition speeches - Demonstration and process speeches - Description speeches - Directional process speeches - Extended definitions - Free writing informational process speeches - Informative speeches - Maslow's Hierarchy of Needs - Process - Rhetorical question - Slogan - Spatial organization - Technical language - Theme - Thesis - Time order - Transitions

UNIT THREE: PERSUASION AND RHETORIC

UNIT SUMMARY:

All day, every day, in all of the media, and in all areas of life, students encounter persuasion. They also use persuasion to fill their personal needs. In Unit Three, students learn principles and techniques that will help them persuade more effectively. They discover the fundamental principles of persuasion and three types of persuasive speeches—questions of fact, questions of value, and questions of policy. Additionally, students will study the three types of appeals for developing central arguments—pathos (the listeners' needs), ethos (the speaker's credibility) and logos (reasoning). Strategies for arguing to positive, neutral, apathetic and opposed audiences will be explored. Finally, students will find out how to appeal to basic human needs to sell their views, how to structure arguments, and how to organize and evaluate persuasive speeches.

21ST CENTURY THEMES:

☐ Global Awareness
☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
☐ Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will continue to apply best practices for essay writing as they write speeches (English). Students will look at speeches of historical significance, like speeches by Winston Churchill and Mohandas K. Gandhi (History).

As an introduction to persuasion, students will examine persuasion in advertising (Financial, Economic, Business and Entrepreneurial Literacy). Students will also study the Monroe's Motivated Sequence Format as a popular format for persuasive speeches (Civic Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the

course of the text.

RI.11-12.4: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

WRITING STANDARDS

W.11-12.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-2.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING STANDARSDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:	UNIT ENDURING UNDERSTANDINGS:
- How does a persuasive speech differ from a speech to inform? - Why are there different types of persuasive speeches? - How do persuasive speakers appeal to the needs of listeners? - How do persuasive speakers communicate credibility? - How can persuasive speaker use rhetorical strategies to make their speeches more impactful? - How is a speech to persuade organized? - How is a speech to persuade evaluated?	- Persuasion is the process of changing or reinforcing attitudes, beliefs or behaviors. - The central argument of a persuasive speech may be a question of face, a question of value, a question of policy, or some combination of these. - Persuasive speakers use appeals to the listeners' needs (pathos), appeals based on the speaker's credibility (ethos), and appeals based on logic and reasoning (logos). - Persuasive speakers rely on a variety of rhetorical strategies to impact their audiences. - There are several effective ways to structure persuasive arguments. - Quantitative and qualitative audience feedback can help speakers learn whether a persuasive speech has been successful.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 weeks	- Types of persuasive speeches - Aristotle's Pathos, Ethos and Logos - Rhetorical devices: - Repetition - Parallelism - Questions - Irony	- Apply different types of persuasion—question of fact, question of value, question of policy—to persuasive arguments - Excite emotions through connecting with the listeners' needs (pathos) - Establish the speaker's credibility	**Formative Assessments** - Analyzing types of persuasion - Annotating a persuasive speech - Identifying methods of reasoning - School commercial **Summative Assessments**

▪ Satire ▪ Propaganda techniques ▪ Organizing persuasive speeches ▪ Creating, Rehearsing and Performing Persuasive Speeches ▪ Evaluating persuasive speeches	(ethos) ▪ Satisfying the listeners' reason through proof (logos) ▪ Adapt speeches depending on the audience ▪ Recognize persuasive devices in professional speeches ▪ Identify three methods of reasoning—inductive, deductive and showing cause-effect ▪ Organize persuasive speeches ▪ Evaluate persuasive speeches	▪ Persuasive Speech manuscripts ▪ Persuasive Speech performances ▪ Persuasive Speech evaluations

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
▪ *Speech Communication* (McDougal Littel) ▪ SmartBoard or LCD Projector ▪ Access to YouTube (for sample Persuasive Speeches) ▪ Microsoft Word ▪ Laptops or desktop computers ▪ Access the media center and school librarian	**Terminology:** ▪ Apathetic audience ▪ Argument ▪ Cause-effect format ▪ Cause-effect reasoning ▪ Comparison and contrast format ▪ Deductive reasoning ▪ Ethos ▪ Evidence ▪ Inductive reasoning ▪ Labeling format ▪ Logos ▪ Monroe's Motivated Sequence ▪ Neutral audience ▪ Opposed audience ▪ Pathos ▪ Persuasion ▪ Positive audience ▪ Problem-solution format ▪ Qualitative evaluation ▪ Quantitative evaluation

	▪ Question of face ▪ Question of policy ▪ Question of value ▪ Reasoning ▪ Sequential format ▪ Situation

UNIT FOUR: SPEAKING FOR SPECIAL OCCASIONS AND BUSINESS

UNIT SUMMARY:

Although most speeches are given to inform, persuade or entertain; some speeches are designed especially for specific occasions. These specially tailored speeches are as varied as the activity and the events in life. In Unit Four, student will discover how to write and deliver speeches of introduction, presentation, acceptance and commemoration. They will master the techniques of effective keynote, commencement, dedication and entertainment speeches. Students will learn to integrate visual aids into business reports, proposals, public relations speeches and sales presentations. Finally, students will practice impromptu speeches. In short, students will be prepared for almost any speech-giving occasion.

21ST CENTURY THEMES:

☒ Global Awareness
☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
☐ Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Again, students are using their composition skills as they write several speeches (English). To inspire their work, students will be exposed to speeches of historical significance including Ronald Reagan's eulogy of the crew if the space shuttle challenger, Lincoln's "Gettysburg Address" and Patrick Henry's "Liberty or Death" speech (History).

Students will examine the role of special occasion speeches, particularly acceptance speeches, eulogies and impromptu speeches, in the world of politics (Civic Literacy). As students explore speaking for business they will work collaboratively to create a sales presentation (Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-2.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:	UNIT ENDURING UNDERSTANDINGS:
- When are public speaking skills useful? - How does a speaker prepare and deliver speeches of introduction, presentation and acceptance? - When is a commemorative speech given? - How do keynote, commencement and dedication speeches differ from other types of speeches? - How does a speaker prepare and perform a speech to entertain? - What are the purposes of business reports, proposals and sales presentations? - How does a speaker make a good impromptu speech?	- Life is filled with special occasions where speakers are needed. - Speakers must research and analyze the speaking situations. - Most special occasion speeches require specific and personal information. - Speeches about people recognize and honor the achievements of individuals and groups. - Communication ability is a marketable job skill. - Audiences can remember a speaker's thoughts and ideas more easily if pictorial images accompany them. - Quick mental preparation is needed before giving an impromptu speech.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
5 weeks	- Preparing other types of speeches - Speeches about people	Gather information needed to create speeches	**Formative Assessments** Informal speeches of introduction

▪ Special Occasion Speeches ▪ Speaking for business ▪ Presentation aids ▪ Impromptu Speaking	▪ Recognize and honor the achievements of people in speeches of introduction, presentation, acceptance and commemoration ▪ Select the appropriate tone and content when presenting keynote speeches, commencement speeches, dedication speeches or speeches to entertain ▪ Convey information and ideas in reports, proposals, public relations speeches and sales presentations ▪ Integrate visual aids into sales presentations ▪ Speak without advance notice or preparation	▪ Acceptance speech analysis ▪ Classmate toasts ▪ Giving and evaluating impromptu speeches **Summative Assessments** ▪ Acceptance Speech manuscripts ▪ Acceptance Speech performances ▪ Speeches to entertain manuscripts ▪ Speeches to entertain performances ▪ Sales presentations manuscripts ▪ Sales presentation performances ▪ Sales presentations visual side ▪ Commencement or Roast manuscripts* ▪ Commencement or Roast performances*

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
▪ *Speech Communication* (McDougal Littel) ▪ SmartBoard or LCD Projector ▪ Access to YouTube (for sample acceptance speeches, toasts, roasts, eulogies, commencement speeches and sales presentations) ▪ Demonstration of speeches to entertain by former students ▪ Microsoft Word ▪ Laptops or desktop computers	**Terminology:** ▪ Commemorative speech ▪ Commencement speech ▪ Dedication speech ▪ Eulogy ▪ Impromptu speech ▪ Keynote speech ▪ Main headings ▪ Media aids ▪ Proposal ▪ Public relations speech ▪ Report ▪ Sales presentation ▪ Speech of acceptance ▪ Speech of introduction ▪ Speech of presentation ▪ Speech to entertain

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	- Subheadings - Testimonial speech * The final exam for Public Speaking should include a performance assessment where students can present commencement speeches or, if the teacher is comfortable, a roast of the teacher.