

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SPEECH ARTS/PUBLIC SPEAKING

Length of Course: Term

Elective / Required: Elective (Visual and Performing Arts)

Schools: High School

Student Eligibility: Grades 10-12

Credit Value: 5 Credits

Date Approved: August 24, 2015

SPEECH ARTS/PUBLIC SPEAKING

Table of Contents

Statement of Purpose	3
Course Objectives	4
Time Line	6
Unit: Communication Process and Theory	7
Unit: Group Communication	12
Unit: Mass Media and Marketing	18
Unit: Public Speaking Informative Speeches Oral Interpretation	23
Unit: Public Speaking Persuasion	29
Monroe's Motivated Sequence Pattern	34
Speech Rubric	35
Speaking and Listening Standards 6-12	36

Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

This course of study has been designed for high school students, grades 10-12, to provide an introduction to public speaking through a discussion of communication theory and the application of that theory to a number of different speaking situations.

Course Objectives

The student will be able to comfortably present public speeches in their personal and professional life and be able to present a well-reasoned, well-presented speech that is appropriate for the situation in which it is presented.

This class is intended to help all students, no matter what their level of experience, to improve their skills in speaking before an audience.

Students will:

- know how to choose a topic and conceive an approach best suited to relaying that topic to an audience.
- organize their ideas and create an outline for presentation.
- discern the styles of speech delivery which are from notes, extempore, and read from a text.
- determine which style of delivery is best suited to their skills and level of experience.
- understand the proper use of audio-visual aids.
- appreciate the speaker/audience relationship.
- improve their skills in generating audience interest and involvement.
- understand the nature of performance apprehension and develop the ability to utilize its positive aspects.

SPECIFIC BEHAVIORAL OBJECTIVES

A. Intrapersonal Communication Competencies

After completion of this course, students shall be able to understand how the self-concept influences the intrapersonal and public speaking levels of speech communication. This includes:

1. Acquiring an understanding of the factors which influence the development of the self-image in public speaking;
2. Acquiring an understanding of the self-esteem and how it influences the quality of public speaking;
3. Utilizing various self-assessment instruments available to assist students to:
 - a. Acquire an understanding of the factors which influence the development of the self-image in Public Speaking.
 - b. Acquire an understanding of self-esteem and how it influences the quality of Public Speaking.
 - c. Utilize various self-assessment instruments available to assist students to:
 - i. understand and appreciate their individuality;
 - ii. develop individual plans for improving self-esteem.

B. Public Speaking Competencies

1. Upon completion of this course, students shall be able to compose a message, and provide ideas and information suitable to the topic purpose, and audience. This includes:
 - a. determining the purpose of the speech;
 - b. choosing a topic and restricting it according to the purpose, the audience, the time and the method of delivery.
 - c. fulfilling the purpose by:
 - i. formulating a these statement;
 - ii. providing adequate support material;
 - iii. selecting a suitable organizational pattern;
 - iv. demonstrating careful choice of words;
 - v. providing effective transitions;
 - vi. understanding how non-verbal communication affects speaking publicly.
 - d. developing an introduction and conclusion which tie in to one another and set the tone for their speech.

C. Listening Competencies

1. Students must be able to listen with literal comprehension. This includes:
 - a. recognizing main ideas;
 - b. identifying support details;
 - c. recognizing explicit relationships among ideas;
 - d. recalling basic ideas and details.

 2. Students must listen with critical comprehension:
 - a. perceiving the speaker's purpose and organization of ideas and information;
 - b. discriminating between statements of fact and statements of opinion;
 - c. distinguishing between emotional and logical arguments;
 - d. detecting bias and prejudice;
 - e. recognizing the speaker's attitude;
 - f. synthesizing and evaluating by drawing logical inferences and conclusions;
 - g. recalling the implications and arguments;
 - h. recognizing discrepancies between speaker's verbal and nonverbal messages
- Adapted from: Dr. Wm. Gregory Sawyer

Timeline

First Quarter Units:

Glencoe Speech Chapters 1,3,5, 15

- Communication Process and Theory 4 weeks

Glencoe Chapter 7

- Group Communications 4 weeks
- Impromptu-2 weeks

Second Quarter Unit:

Glencoe Unit 2 and 3,

- Mass Media and Marketing 9 weeks
- Responsibility 1 week

Third Quarter Units:

Chapter 8,9,11,12,13,16

- Public Speaking Research and Organization 4 weeks
- Informative 2 weeks
- Oral Interpretation of Literature 4 weeks

Fourth Quarter Units:

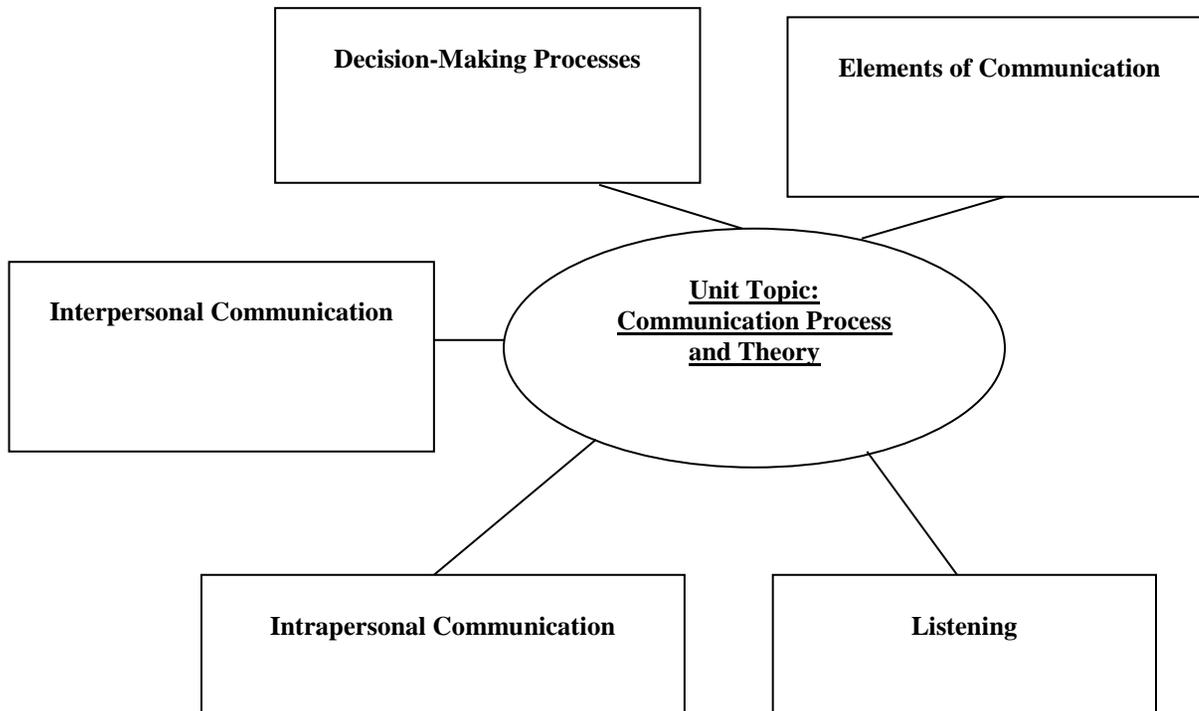
Chapter 15, 17

- Extemporaneous 4 weeks
- Special Occasion Speech 6 weeks

Critical Content/Concept Web

Unit
Planner

Unit Topic: Communication Process and Theory
 Conceptual Lens: Foundations
 Grade: 10-12



Unit Overview

This unit serves as the foundation for the rest of the class. Students will be introduced to concepts that assist them in understanding, applying, and evaluating the forms of communication studied throughout the course.

Recommended Time Frame: Weeks- 4
Adopted Text: Glencoe *Speech*

Resource Correlation:
 Decision Making Process: Chapter 1
 Elements of Communication: Chapter 1
 Interpersonal Communication: Chapter 5
 Intrapersonal Communication: Chapter 1
 Listening: Chapter 3

“9-12.SL” refers to “Grades 9-12.Common Core Standards for Speaking and Listening.” The number following “SL” refers to the specific number(s) of each objective listed in the Common Core. A copy of those standards is included on the last page of this document.

Grade: 10-12 Subject: Speech Arts Unit: Communication Process and Theory Lens: <i>Foundations</i>	
Enduring Understandings	Guiding Questions
1. Communication is a dynamic process. (9-12.SL.1) Glencoe Speech Chapter 1	a. What is communication? b. What are the basic elements of communication?
2. There are appropriate types of listening applied to different communication contexts. (9-12.SL.1) Glencoe Speech Chapter 3	a. Why is learning about listening important? b. What are the types of listening? c. How can one improve listening skills?
3. Intrapersonal communication affects how one views and interacts in society. (9-12.SL.1) Glencoe Chapter 5	a. What is intrapersonal communication? b. How does perception impact intrapersonal communication?
4. Interpersonal communication impacts how one interacts with others. (9-12.SL.1) Glencoe Speech Chapter 5	a. What is interpersonal communication? b. How does empathy impact interpersonal communication? c. What skills are needed to successfully communicate with others?
5. Decision-making skills are required to participate in a diverse society. (9-12.SL.1d) Glencoe Speech Chapter 1	a. What skills are required to effectively make decisions? b. How is listening related to collaborative decision-making?

Grade: 10-12 Subject: Speech Communication Unit: Communication Process and Theory Lens: Foundations	
Critical Content and Skills	AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests
Students will Know...	AC
1. The basic elements of communication. (9-12.CSS.SL1) Glencoe Speech Ch. 1	
2. Different types of listening and skills associated with each. (9-12.CSS.SL1) Glencoe Speech Ch. 3	
3. That background and personal experience influence how one views the world. (9-12.CSS.SL1) Glencoe Speech Ch. 2	
4. The definition of effective interpersonal communication. (9-12.CSS.SL1) Glencoe Speech Ch. 5	
5. That there is a process for problem solving. (9-12.CSS.SL1) Glencoe Speech Ch. 2, 7	
6. How interpersonal communication skills help one to initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-12.SL.1)	
Students will be able to. . .	AC
1. Explain the elements of communication. (9-12.CSS.SL1) Glencoe Speech Ch. 1	
2. Identify and apply the basic definitions of communication. (9-12.CSS.SL1) Glencoe Speech Ch. 1	
3. Apply listening skills to different communication situations. (9-12.CSS.SL1) Glencoe Speech Ch. 3	
4. Understand how personal demographics impact perception and stereotypes. (9-12.CSS.SL) Glencoe Speech Ch. 1, 2	
5. Use interpersonal communication skills to build positive personal and professional relationships. (9-12.CSS.SL.1) Glencoe Speech Ch. 5	
6. Define and apply the steps in the process of problem solving. (9-12.CSS.SL1) Glencoe speech Ch. 2, 7	

Grade: 10-12
 Subject: Speech Arts
 Unit: Communication Process and Theory
 Lens: Foundations

Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>Know</i>	<i>Do</i>
1. Build a model representing communication using elements of communication taught in class.			
2. Use a back-to-back artist activity to practice listening, interpersonal communication and problem-solving.			
3. Model body language to emphasize its importance in communication.			
4. Play two truths and a lie.			
5. Students interview each other to develop interpersonal communication skills.			
6. Complete short ice-breaker speeches. Can be planned or impromptu.			

Suggested Performance Assessment

Subject: Speech Arts Grade: 10-12
 Unit Topic: Communication Process and Theory Conceptual Lens: Foundations

Purpose: Apply knowledge and skills learned in first unit while working toward helping students feel comfortable working in groups and presenting in front of peers, and build a sense of community.

- Targets: Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on school community topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-12.SL.1)
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to
 - I. set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - II. promote civil democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that
 - I. relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
 - II. probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives,
 - I. summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - II. synthesize comments, claims, and evidence made of all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

*****Option 1: Students identify and research a current event.

Using research and the problem solving method, determine a solution to the problem. Share the solution with a group.

Option 2: Students participate in personality profile/assessment; reflect upon results independently and with a homogenous group (based on personality profile results); research and explain to a group how different personalities will solve problems.

See rubric example at end of document

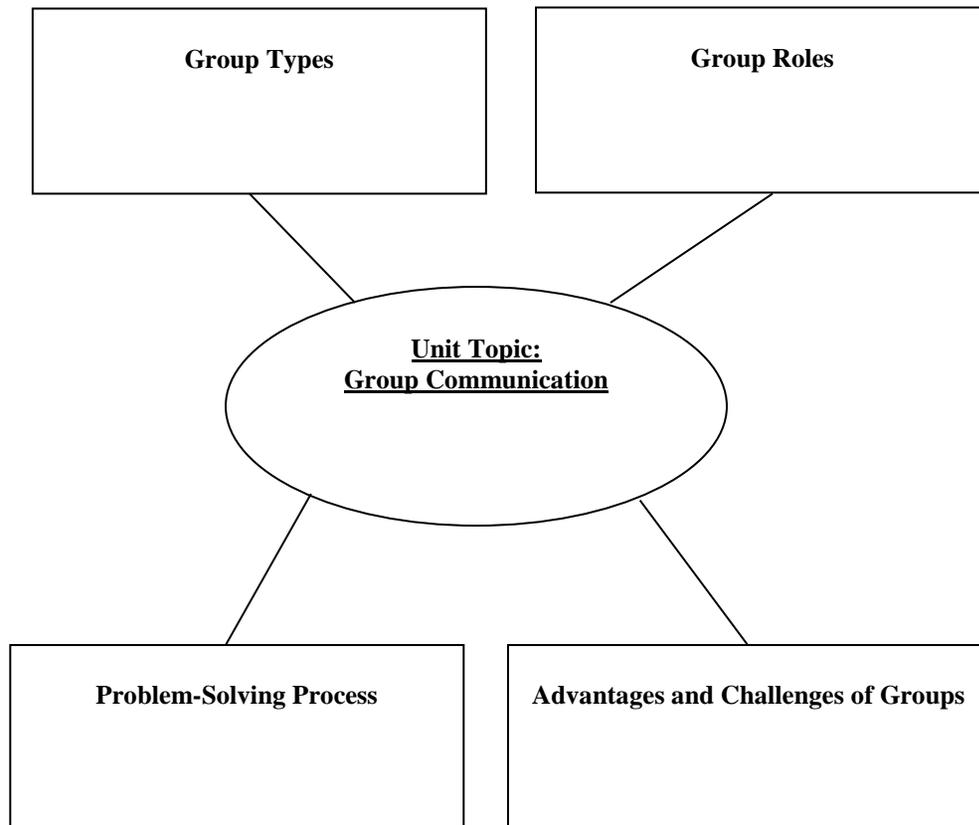
Critical Content/Concept Web

Unit Planner

Unit Topic: Group Communication

Conceptual Lens: Collaboration

Grade: 10-12



Unit Overview

Being able to collaborate in groups is an essential skill needed to effectively participate in a democracy. This unit examines different types of groups, group roles, the problems and pitfalls typically encountered in groups and how a problem-solving process is needed to facilitate collaboration. By the end of the unit, students will be prepared to continue effective collaboration in school and community groups.

Time Frame: Weeks 4-6

Adopted Text: *Glencoe Speech*

Resource Correlation:

Group Types: Chapter 7

Group Roles: Chapter 7

Problem-Solving Process: Chapter 7

Advantages and Challenges of Groups: Chapter 7

Grade: 10-12 Subject: Speech Communication Unit: Group Communication Lens: Collaboration	
Enduring Understandings	Guiding Questions
1. Groups are formed based on their purpose. (9-12.SL.1.b) Glencoe Chapter 7	a. What are the reasons why groups are formed? b. What are the types of groups?
2. Groups are comprised of a variety of different roles and participants. (9-12.SL.1.d) Glencoe Chapter 7	a. What different roles are often found in groups?
3. Each type of group has its own innate advantages and challenges. (9-12.SL.1) Glencoe Chapter 7	a. What are the strengths of groups? b. What are the problems and pitfalls of groups? c. How do group dynamics move the problem-solving process forward?
4. The demands of a situation dictate different types of problem-solving. (9-12.SL.1) Glencoe Chapter 7	a. What are the different types of problem-solving? b. How do group demands affect problem-solving?

Grade: 10-12 Subject: Speech Arts Unit: Group Communication Lens: <i>Collaboration</i>	
Critical Content and Skills	AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC
1. The following terms: Brainstorming, consensus, majority vote. (9-12.SL.1b) Glencoe Chapter 7	
2. The following group roles: Mediator, note-taker, deviant, motivator, brainstormer, information-giver/researcher, devil’s advocate, dominator/monopolizer, distracter, skeptic, sniper, socializer. (9-12.SL.1.b) Glencoe Chapter 7	
3. Conflict has positive and negative influences in collaborative groups. (9-12.SL.1c,d) Glencoe Chapter 7	
4. A process to solve problems (i.e., Dewey’s Problem-Solving Model) (9-12 CSS.SL3,4) Glencoe Ch. 7	
Students will be able to. . .	AC
1. Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grades 9-10 and 11-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-12.SL.1,2,3,6)	
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to: <ul style="list-style-type: none"> a. Evaluate the credibility and accuracy of each source. (9-12.SL.2) b. Make informed decisions and solve problems. (11-12.SL.2) c. Note any discrepancy among the data. (11-12. SL.2) 	

<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (9-10.SL.3) and assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3)</p>	
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. (9-12. SL.4)</p>	
<p>5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-12.SL.6)</p>	
<p>6. Use conflict to move discussion in a positive direction. (9-12.SL.1c,d) Glencoe Ch.7</p>	
<p>7. Apply knowledge of problem-solving processes based on various group situations. (9-12.SL.1c,d)</p>	

Grade: 10-12
 Subject: Speech Arts
 Unit: Group Communication
 Lens: Collaboration

Suggested Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>Know</i>	<i>Do</i>
1. Introduce group processes by putting students in groups and having them build something or solve a problem using only non-verbal communication. After the activity is completed, analyze the roles members took and the process used to complete the task.			
2. Use a panel discussion in which students are expected to collaboratively research a topic and present their research to the class.			
3. Group scenarios.			
4. Research famous/infamous groups to examine and analyze the processes/roles used in the group. Report findings to the class.			

Suggested Performance Assessment

Subject: SpeechArts Grade: 9-12
 Unit Topic: Group Communication Conceptual Lens: Collaboration

Targets:

- Initiate and participate effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grades 9-10 and 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. (9-12.SL.1)
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to:
 - a. Evaluate the credibility and accuracy of each source. (9-12.SL.2)
 - b. Make informed decisions and solve problems. (11-12.SL. 2)
 - c. Note any discrepancy among the data. (11-12.SL.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (9-10.SL.3) and assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3)
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. (9-12.SL.4)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence to add interest. (9-12.SL.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-12.CSS.SL.6)

Students create a PSA (Can combine with Persuasive Unit or Mass Media Unit). After the PSA is complete, students reflect on the process used during the collaborative process and the role they played in the process.

See Rubric example at the end of document

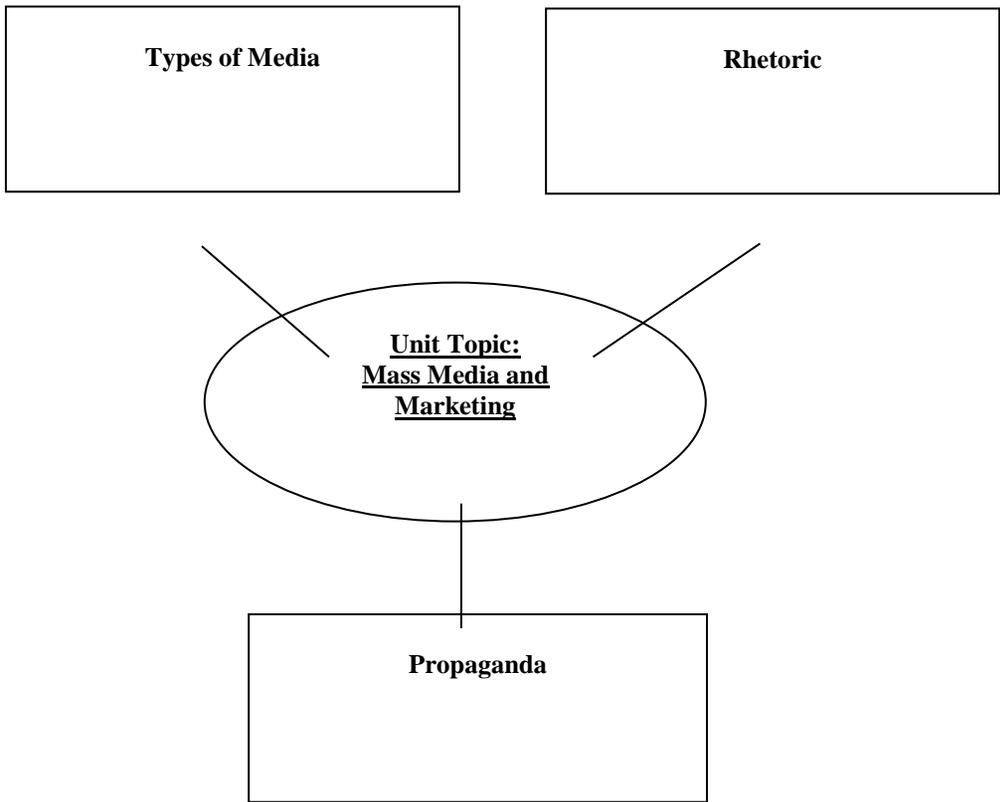
Critical Content/Concept Web

Unit Planner

Unit Topic: Mass Media and Marketing

Conceptual Lens: Responsibility

Grade: 10-12



Unit Overview

Mass Media and Marketing helps students to recognize the means used to persuade the public in an effort to be critical and intelligent consumers of goods and information. Students are provided with tools used to evaluate mass media.

This unit may be taught concurrently with the Persuasive Speaking Unit.

Recommended Time Frame: Weeks 7-9 of the semester

Adopted Text: *Glencoe Speech*

Resource Correlation:

Units 2 and 3 in Text

Types of Media: Chapter 3

Rhetoric: Chapter 3

Propaganda: Chapter 3

Grade: 10-12 Subject: Speech Communication Unit: Mass Media and Marketing Lens: <i>Responsibility</i>	
Enduring Understandings	Guiding Questions
1. Media are controlled by multiple industries. (9-12.SL.2) Glencoe Chapter 3	a. What are media? b. How is media evolving? c. Who or what control the media?
2. Rhetorical devices strongly influence how a consumer perceives a message. (9-12.SL.3) Glencoe Chapter 3	a. What is rhetoric? b. What are rhetorical devices (ethos, pathos, logos)? c. How do the media use rhetoric to influence a consumer?
3. Propaganda is a tool used to distort the truth. (9-12.SL.2) Glencoe Chapter 3	a. What is propaganda? b. What are ways propaganda is used currently? c. How has propaganda been used in the past?

Grade: 10-12 Subject: Speech Arts Unit: Mass Media and Marketing Lens: <i>Responsibility</i>	
Critical Content and Skills	AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC
1. The similarities and differences between media types. (9-12.SL.2)	
2. Several popular strategies used by the media to inform, persuade, entertain and transmit ideas. (9-12.SL.2)	
3. Specific types of propaganda and fallacies used by the media such as bandwagon, plain-folks appeal, snob appeal. (Glencoe Speech Ch. 10, §2)	
Students will be able to. . .	AC
1. Recognize and evaluate the use of ethos, pathos and logos in media. (9-12.SL.3)	
2. Evaluate a point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (9-10.SL.3) and assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3, 4, 5)	
3. Identify and apply the different types of propaganda. (9-12.SL.2, 3, 4)	
4. Compare and contrast the ways in which media genres report the same event. (9-12.SL.2, 3)	
5. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. (9-12.SL.4)	
6. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements in presentations) to enhance understandings of findings, reasoning, and evidence to add interest. (9-12.SL.5)	
7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-12.CSS.SL.6)	

Grade: 10-12 Subject: Speech Communication Unit: Mass Media and Marketing Lens: <i>Responsibility</i>			
Suggested Instructional Plan/Activities (Correlations)	Enduring Understanding	Know	Do
1. Analyze advertisements for use of propaganda and fallacies. (See www.adforum.com , www.adcracker.com , www.loc.gov , etc. Teachers need to preview advertisements prior to sharing them with the class.) (9-12.SL.4, 9-12.SL.5, 9-12.SL.6)			
2. Design and share a print media ad applying a propaganda technique. (9-12.SL.4, 5, 6)			
3. Analyze historical propaganda. (9-12.SL.3)			
4. Complete a Public Service Announcement (PSA) utilizing propaganda and/or fallacies. (9-12.SL.4, 9-12.SL.5, 9-12.SL.6)			
5. Analyze an event reported through a variety of media to compare and contrast how different media outlets report the event. (9-12.SL.2, 3)			

Suggested Performance Assessment

Subject: Speech Communication Grade: 9-12

Unit Topic: Mass Media and Marketing Conceptual Lens: Responsibility

Purpose: To help students understand the influence of mass media and how media uses propaganda and persuasive techniques.

Target: Audience chosen based on purpose.
(9-12.SL.4, 9-12.SL.5, 9-12.SL.6)

Engaging Scenario:

Option A:

You work for an advertising agency. You have been hired to create two advertisements to sell the same product to two different audiences. Each advertisement uses a different persuasive appeal or propaganda technique based on the target audience. Students choose the target audience and then determine their appeals based on the audience. The advertisements can take any appropriate format.

Option B:

You work for an advertising agency. You have been hired to create a Public Service Announcement (PSA) to promote a service/issue to a target audience. The PSA must use different persuasive appeals or propaganda techniques based on the target audience. Students choose the target audience and then determine their appeals based on the audience.

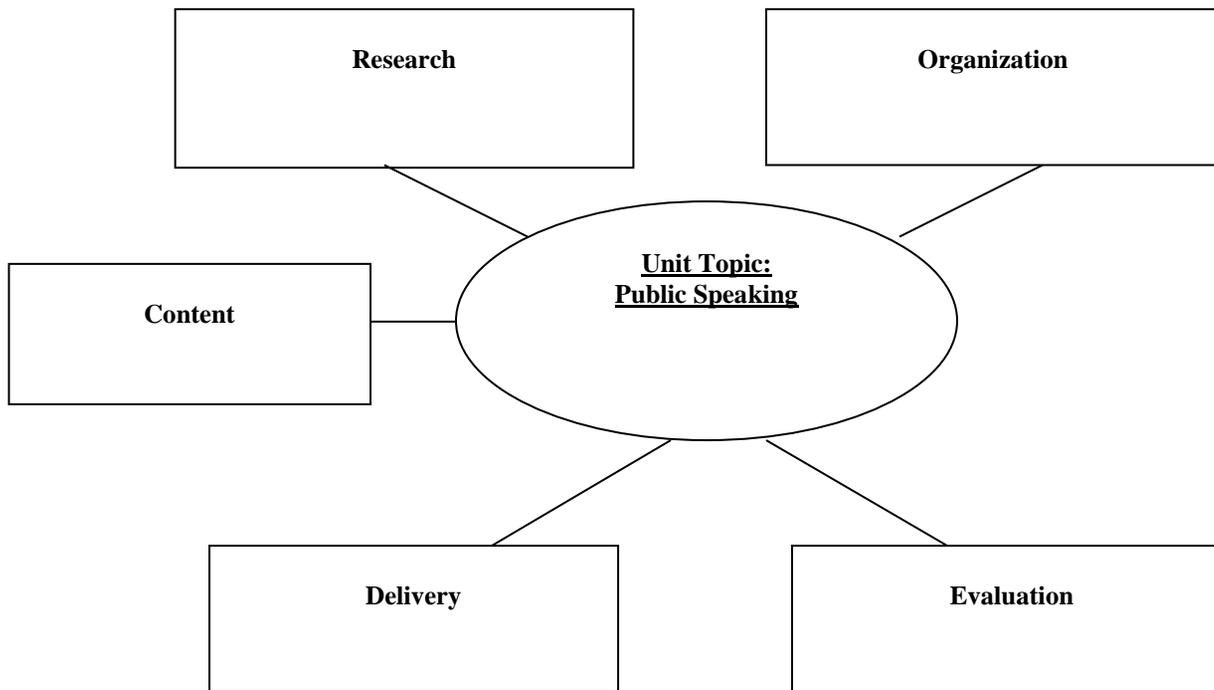
See Rubric at conclusion of document

Critical Content/Concept Web

Unit Topic: Public Speaking

Conceptual Lens: Informative Speeches Oral Interpretation

Grade: 10-12



Unit Overview

This unit focuses on helping students prepare for and present an informative speech that will teach a concept, idea, and/or process.

Building upon the information and skills learned in the Communication Process Unit, students will research a topic, organize information, and incorporate a variety of support and delivery skills in order to present an effective informative speech.

Suggested Time Frame: 4 weeks, second quarter in the semester

Adopted Text: *Glencoe Speech*

Resource Correlation:

Unit 4 in Text

- Research: Chapter 8
- Organization: Chapter 9
- Content: Chapter 13
- Delivery: Chapter 12
- Evaluation: Chapter 11
- Content Chapter 15

Grade: 10-12 Subject: Public Speaking Unit: Public Speaking Lens: <i>Informative Speech</i>	
Enduring Understandings	Guiding Questions
1. Research is necessary to prepare an effective informative speech. (9-12.SL.2) Glencoe Chapter 8	a. How does one choose an appropriate informative speech topic? b. What are the criteria of a reliable and valid resource? c. Where does one find reliable and valid resources? d. How does one cite sources appropriately? e. What are effective ways of recording supporting information from research?
2. The logical development of ideas helps communicate information to an audience.(9-12.SL.4) Glencoe Chapter 13	a. What are the key parts of an effective informative speech? b. How does one choose an appropriate organizational pattern?
3. A variety of supporting materials (evidence, details, etc.) makes a speech more understandable to an audience. (9-12.SL.4) Glencoe Chapters 9, 12	a. What are the types of supporting materials? b. How do digital media support speech content?
4. Effective delivery skills enhance the ideas the speaker wishes to communicate. (9-12.SL4, 6) Glencoe Chapter 12	a. How can someone use visual delivery to enhance a speech? b. How can vocal expression contribute to an audience’s understanding of content?
5. Evaluation of a performance strengthens a speaker’s development of his or her oral communication skills. (9-12.SL.3) Glencoe Chapter 12	a. What are the types of evaluations? b. Why is evaluation an important part of the communication process?

Grade: 10-12 Subject: Speech Communication Unit: Public Speaking <i>Lens: Informative Speech</i>	
Critical Content and Skills Assessment	AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-
Students will Know...	AC
1. Pathos, logos, ethos (emotional appeals, logical appeals, personal appeals). (9-12 CSS.SL1d) Glencoe Ch.14	
2. Source citation style (APA or MLA). (9-11.SL.4)	
3. Organizational structure (introduction, body, conclusion). (9-12.SL.1d) Glencoe Chapter 12	
4. Patterns of organization (chronological order, spatial, topical, cause-effect). (9-12.SL.1) Glencoe Chapter 12	
Students will be able to. . .	AC
1. Use databases to research. (9-12.SL.4)	
2. Evaluate sources for validity and reliability. (9-12.SL.4)	
3. Record and organize information to develop an outline for an informative speech. (9-12.SL.4)	
4. Present ideas in an organized manner. (9-12.SL.3)	
5. Use non-verbal communication skills to enhance delivery. (9-12.SL.6)	
6. Use digital media to support content and delivery. (9-12.SL.6)	
7. Use effective vocal expression to enhance speech delivery. (9-12.SL.5)	
8. Apply and evaluate effective speaking skills. (9-12.SL.6)	

Grade: 10-12 Subject: Speech Communication Unit: Public Speaking <i>Lens: Informative Speech</i>	
Critical Content and Skills Assessment	AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-
	T - Tests
Students will Know...	AC
5. Pathos, logos, ethos (emotional appeals, logical appeals, personal appeals). (9-12 CSS.SL1d) Glencoe Ch.14	
6. Source citation style (APA or MLA). (9-11.SL.4)	
7. Organizational structure (introduction, body, conclusion). (9-12.SL.1d) Glencoe Chapter 12	
8. Patterns of organization (chronological order, spatial, topical, cause-effect). (9-12.SL.1) Glencoe Chapter 12	
Students will be able to. . .	AC
9. Use databases to research. (9-12.SL.4)	
10. Evaluate sources for validity and reliability. (9-12.SL.4)	
11. Record and organize information to develop an outline for an informative speech. (9-12.SL.4)	
12. Present ideas in an organized manner. (9-12.SL.3)	
13. Use non-verbal communication skills to enhance delivery. (9-12.SL.6)	
14. Use digital media to support content and delivery. (9-12.SL.6)	
15. Use effective vocal expression to enhance speech delivery. (9-12.SL.5)	
16. Apply and evaluate effective speaking skills. (9-12.SL.6)	

Grade: 10-12 Subject: Public Speech Unit: Public Speaking Lens: <i>Informative Speech</i>			
Instructional Plan/Activities (Correlations)	Enduring Understanding	Know	Do
1. Teach students to use an organized process to complete research (including topic selection). (9-12.SL.2)			
2. Peer edit speech content for research validity and reliability. (9-12.SL.3)			
3. Outline speech content to draft speeches. (9-12.SL.4)			
4. Analyze visual aids to determine if pathos, logos, and ethos are used. (9-12.SL.3,5)			
5. Peer edit speeches prior to final speech delivery to determine where and how pathos, logos, and ethos are used. (9-12.SL.3)			
6. Use digital media to deliver speeches. (9-12.SL.5)			
7. Deliver speeches in front of a live audience. (9-12.SL.4, 6; 9-12.L.1, 3)			
8. Evaluate final presentations. (9-12.SL.3)			

Performance Assessment

Subject: Public Speaking Grade: 9-12

Unit Topic: Public Speech Conceptual Lens: Informative Speech

Purpose: Apply communication theory and skills in a public speaking exercise.

Target: Peers or other appropriate group.

(9-12.SL.1, 2, 3, 4, 5, 6; 9-12.L.1, 2, 3)

Engaging Scenario:

Option A:

You have been asked to speak to a group to inform them about a topic of your choice. The speech must present new knowledge to the group, and must appeal to a broad audience.

Option B: Same as above but present as a small group.

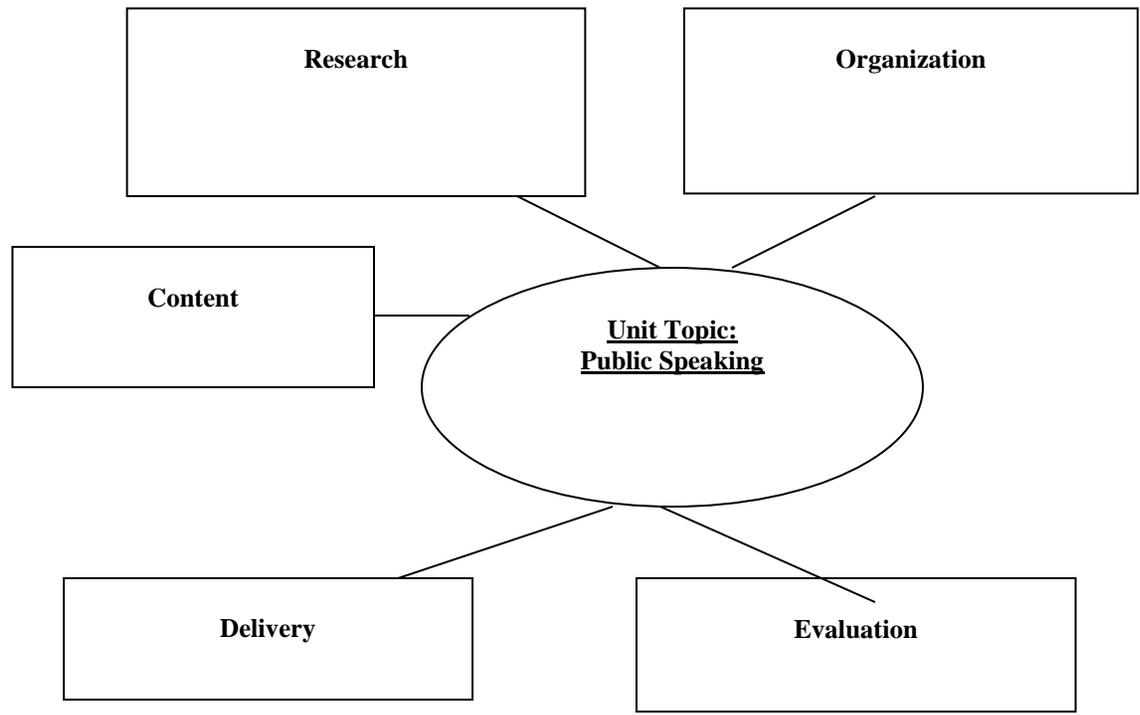
See Rubric at the end of document

Critical Content/Concept Web

Unit Topic: Public Speaking

Conceptual Lens: Persuasion

Grade: 10-12



Unit Overview

This unit focuses on helping students prepare for and present a persuasive speech designed to influence the audience.

Building upon the information and skills learned in the Communication Process Unit, students will research a topic, organize information, and incorporate a variety of support and delivery skills in order to present an effective persuasive speech.

Suggested Time Frame: 4 weeks,

Adopted Text: Glencoe *Speech*

Resource Correlation:

Unit 3 in Text

Research: Chapter 8

Organization: Chapter 9

Content: Chapter 13

Delivery: Chapter 12

Evaluation: Chapter 11

Grade: 9-12 Subject: Public Speaking Unit: Public Speech Lens: <i>Persuasion</i>	
Enduring Understandings	Guiding Questions
1. Effective persuasive topics can be argued from varying perspectives. (9-12.SL.2) Glencoe Chapter 14	<ul style="list-style-type: none"> a. What makes a topic appropriate for a persuasive speech? b. What are the ways one can use persuasion?
2. Research is necessary to prepare an effective persuasive speech. (9-12.SL.4) Glencoe Chapter 8	<ul style="list-style-type: none"> a. What are the criteria of a reliable and valid resource? c. Where does one find reliable and valid resources? d. How does one cite sources appropriately? e. What are effective ways of recording supporting information from research?
3. The logical development of ideas helps communicate information to an audience.(9-12.SL.4) Glencoe Chapter 8	<ul style="list-style-type: none"> a. What are the key parts of an effective persuasive speech?
4. A variety of supporting materials (evidence, details, etc.) makes a speech more understandable to an audience. (9-12.SL.4) Glencoe Chapter 8	<ul style="list-style-type: none"> a. What are the types of supporting materials? b. How do digital media support speech content?
5. Effective delivery skills enhance the ideas the speaker wishes to communicate. (9-12.SL.4,6) Glencoe Chapter 12	<ul style="list-style-type: none"> a. How can someone use visual delivery to enhance a speech? b. How can vocal expression contribute to an audience's understanding of content?
6. Evaluation of a performance strengthens a speaker's development of his or her oral communication skills. (9-12.SL.3) Glencoe Chapter 12	<ul style="list-style-type: none"> a. What are the types of evaluations? b. Why is evaluation an important part of the communication process?

Grade: 9-12 Subject: Public Speaking Unit: Public Speech <i>Lens: Persuasion</i>	
Critical Content and Skills	AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests
Students will Know...	AC
1. Ethos, logos, pathos. (9-12.SL.1) Glencoe Chapter 14	
2. Source citation style (APA or MLA.) (9-12.SL.4)	
3. Organizational structure: introduction, body, conclusion. (9-12.SL.1d) Glencoe Chapter 13	
4. Patterns of organization (problem-solution). (9-12.SL.1) Glencoe Chapter 13	
5. Monroe’s Motivated Sequence (attention, need, satisfaction, visualization, action). Monroe’s Motivated Sequence is available at the end of this document. (9-12.SL.4)	
Students will be able to. . .	AC
1. Recognize bias in research sources. (9-12.SL.1.c, SL.1.c d, 3, 4)	
2. Analyze audience attitudes toward a topic in order to best plan for the speech. (9-12.SL.4)	
3. Use a variety of evidence to support arguments. (9-12.SL.4)	
4. Use databases to research. (9-12.SL.4)	
5. Evaluate sources for validity and reliability. (9-12.SL.4)	
6. Record and organize information to develop an outline for a persuasive speech. (9-12.SL.4)	
7. Present ideas in an organized manner. (9-12.SL.3)	
8. Use non-verbal communication skills to enhance delivery. (9-12.SL6)	
9. Use digital media to support content and delivery. (9-12.SL.5)	
10. Use effective vocal expression to enhance speech delivery. (9-12.SL.6)	
11. Apply and evaluate effective speaking skills. (9-12.SL.6) Glencoe Chapter 12	

Grade: 10-12 Subject: Speech Arts Unit: Public Speaking Lens: <i>Persuasive Speaking</i>			
Instructional Plan/Activities (Correlations)	<i>Enduring Understanding</i>	<i>Know</i>	<i>Do</i>
1. Teach students to use an organized process to complete research (including topic selection). (9-12.SL.2)			
2. Peer edit speech content for research validity and reliability. (9-12.SL.3)			
3. Outline speech content to draft speeches. (9-12.SL.4)			
4. Analyze visual aids to determine if pathos, logos, and ethos are used. (9-12.SL.3, 5)			
5. Peer edit speeches prior to final speech delivery to determine where and how pathos, logos, and ethos are used. (9-12.SL.5)			
6. Use digital media to deliver speeches. (9-12.SL.5)			
7. Deliver speeches in front of a live audience. (9-12.SL.4, 6; 9-12.L.1, 3)			
8. Evaluate final presentations. (9-12.SL.3)			

Performance Assessment

Subject: Speech Arts Grade: 10-12

Unit Topic: Public Speaking Conceptual Lens: Persuasion

Purpose: To apply knowledge of persuasive speaking techniques.

Target: An audience of your peers
(9-12.SL.1, 2, 3, 4, 5, 6; 9-12.L.1, 2, 3)

Engaging Scenario:

Option A: You have been asked to speak to a group to influence them about an issue for which there are differing perspectives. Applying the persuasive techniques learned in class, research, write, and present a persuasive speech that appeals to a broad audience.

Option B: Same as above but present as a small group.

See Rubric at the end of the document

Monroe's Motivated Sequence Pattern

Alan Monroe (1969) stated that "Although individuals may vary to some extent, research has shown that most people seek consistency or balance among their cognitions. When confronted with a problem that disturbs their normal orientation, they look for a solution; when they feel a want or need, they search for a way to satisfy it. In short when anything throws them into a condition of disorganization or dissonance, they are motivated to adjust their cognitions or values, or to alter their behavior so as to achieve a new state of balance" (p. 42).

The Motivated Sequence derives its name from the fact that by following the normal processes of human thinking it motivates an audience to respond affirmatively to the speaker's purpose. The sequence contains five distinct steps:

- (1) **Attention** (get the attention of your audience),
- (2) **Need** (describe the problem, demonstrate a need for change),
- (3) **Satisfaction** (present a practical, and concise solution),
- (4) **Visualization** (allow your audience to picture the results),
- (5) **Action** (request immediate action from your audience).

I. **The Attention Step.** First and foremost you need to gain the attention of your audience. In order to gain favorable attention, one or more of the following are recommended (most of these are the same techniques you used in the introductions of your informative speeches):

- | | |
|---|---|
| A. relating to the audience | F. humorous anecdote |
| B. showing importance of the topic | G. telling a dramatic story |
| C. making a startling statement | H. posing a question (maybe rhetorical) |
| D. arousing curiosity or suspense | I. using visual aids for illustration |
| E. using a quotation relevant to your topic | |

II. **The Need Step.** Now that you have the interest and attention of your audience, you must next make them feel a need for change. You need to show your audience that there is a serious problem with the current situation. It is important to state the need clearly and to illustrate it with strong supporting materials. One or more of the following are recommended:

- A. give a clear concise statement or description of the need or problem.
- B. one or more detailed examples which illustrate the need.
- C. statistical data (don't overwhelm us with statistics, & make sure we can relate to them)
- D. Testimony and other form of support to show the extent of the need

In your need step you will make a convincing demonstration of how the need directly affects your audience: their health, happiness, security, or other interests. By the end of this step your listeners should be so concerned about the problem that they are psychologically primed to hear your solution.

III. **The Satisfaction Step.** Having aroused a sense of need, you satisfy it by providing a solution to the problem. Now you present YOUR PLAN/SOLUTION and show your audience how it will work. The following techniques are recommended:

- A. briefly state the action or change you wish your audience to adopt.
- B. a complete concise explanation of your plan.
- C. a theoretical demonstration -- show how this action logically meets the problem.
- D. give actual examples showing that this plan has worked effectively, and it's a practical solution
- E. use facts, figures and the testimony of experts to support your claims/plan.

Make sure that you give your audience enough details of your proposal/plan so that it is clearly understood. Diagrams and charts are often useful here. You want your audience to leave the satisfaction step with a clear understanding of your plan. Your audience should now be wondering how this will work for them and what it can do for them (e.g., "This seems to be a practical solution for me, however, I would like to see/visualize it in action. How can I benefit?").

IV. **The Visualization Step.** Now that you have given your plan/solution you will intensify your audience's desire for your plan by helping them visualize your plan. You want to project your audience into the future and picture the potential benefits of your plan. Use vivid imagery to show your listeners how *they* will profit from your policy. Make them **visualize** how much better conditions will be once your plan is adopted. The Visualization Step may be developed using one of the following techniques:

- A. **The Positive Method** -- by describing conditions as they will be in the future if the solution you propose is carried out. Provide vivid, concrete descriptions. Select some situation which you are quite sure will arise in the future, and picture your audience actually enjoying the conditions which acceptance of your plan will produce.
- B. **The Negative Method** -- by describing the adverse conditions that will prevail in the future if the plan you have presented is not carried out. Picture for your audience the danger or the unpleasantness which will result from failure to follow your advice. Select from the Need Step the most undesirable aspects of the present situation, and show how these conditions will continue if your proposal is rejected.
- C. **The Contrast Method** -- by combining the positive and negative approaches. Use the negative method first, visualizing the bad effects if the audience fails to follow your advice; then the positive method, visualizing the good effects of believing or doing as you recommend.

Which ever method you use, remember that the Visualization Step must stand the test of reality. The conditions you picture must be capable of attainment. Moreover, they must be **VIVID**. Let your listeners actually see themselves enjoying the advantages, or suffering the evils, you describe. Now that your audience is convinced your policy is beneficial, they should be motivated to take action **NOW**.

V. **The Action Step.** The function of the action step is to translate the desire created in the Visualization Step into overt action. Make a call for action. Tell your audience exactly what you want them to do **NOW**, and exactly how to do it. For example: Tell them where to go today on campus to donate blood. Give them the address of the state representative that they can write to (better yet, give them stamped addressed envelopes to the representative, and maybe even a form letter they can sign). Give them all the information they need to sign up for the CPR class offered next week at the Red Cross. You have done the leg work and you are making it easy for your audience to take **IMMEDIATE ACTION**. This step can take the form of one or more of the following devices:

- A. a challenge or appeal
- B. a summary is always expected by your audience
- C. a quotation
- D. an illustration
- E. a statement of personal intentions

You must conclude with a final stirring appeal that reinforces your audience's commitment to **ACT NOW!** Beware, however, of making the action step too long or involved. You are trying to make this easy for your audience to do **RIGHT NOW**.

The Motivated Sequence Pattern is tailor made for policy speeches that seek immediate action. This sequence follows the process of human thinking and leads the listener step by step to the desired action. This is a tried and true sequence that is extremely effective. The Motivated Sequence Pattern is used by people who make their living by persuasion--especially advertisers. Many TV commercials use this same sequence.

The above material is based on excerpts and thoughts taken from: D. Ehninger, A.H. Monroe, and B.E. Gronbeck's, (1978) Principles and Types of Speech Communication, 8th. Ed., pp. 142-163; S.E. Lucas (1995) The Art of Public Speaking, 5th. Ed., pp. 353-361.

Speech Rubric	5	4	3	2	1
Research -Quality -Variety -Quantity	-All sources are valid -Multiple types of sources -5 sources	-Most sources are valid -Multiple types of sources -4 sources	-Some sources are valid -Similar types of sources -3 sources	-Few sources are valid -Similar types of sources -2 sources used	-Invalid resources or no sources used (i.e. Wikipedia)
Collaboration - Process -Constructive Roles	-Clearly and consistently utilizes the process to achieve goals -Student shows flexibility and efficiency in multiple roles	-Consistently utilizes the process to achieve goals -Student shows efficiency in multiple roles	-Inconsistently utilizes the process to achieve goals -Student shows efficiency in limited roles	-Rarely utilizes the process to achieve goals -Student shows limited efficiency in limited roles	-Does not utilize the process to achieve goals -Student does not participate
Presentation -Content -Organization -Vocal and Visual Delivery	-Uses a broad range of logos and pathos to support purpose based on audience analysis -Superior organizational development -Superior vocal and visual techniques that consistently engage audience	- Uses a broad range of logos and pathos to support purpose -Effective organizational development -Effective vocal and visual techniques that engage the audience	-Uses logos and pathos to support purpose -Adequate organizational development -Vocal and visual techniques occasionally engage the audience	-Uses logos or pathos to support purpose -Inconsistent organizational development -Inconsistent use of vocal and visual techniques	-Ineffectively uses logos or pathos to support -Unclear organizational development -Vocal and visual delivery inhibit understanding
Evaluation -Applies content to critique the project/process -Works constructively to improve the project/process	-Uses content vocabulary to provide helpful feedback -Feedback is consistently constructive	-Uses content vocabulary to provide feedback -Feedback is constructive	-Uses some content vocabulary to provide feedback -Feedback is constructive	-Inconsistently or incorrectly gives feedback -Feedback is not helpful (i.e., "Good job.")	-Does not use content vocabulary - Feedback is not constructive

Speaking and Listening Standards 6-12

SL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>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.</p>
Presentation of Knowledge and Ideas	
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>