

Speech II

Curriculum

**Francis Howell
School District**



Board Approved: July 21, 2016

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

Speech II is designed for students who have previously been introduced to the art of public speaking. Students will focus on more complex speeches that will include skills such as reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to analyze professional and peer models.

Course Description

Speech II is an advanced study of the art of public speaking and will build upon the elements of communication learned in Speech I. Students will study, analyze, and evaluate variety of speeches in order to create and present both memorized and extemporaneous speeches. Competitive speaking events taught in this course will include: original oratory, extemporaneous speaking and radio.

Speech II Curriculum Team

Curriculum Committee

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Director of Student Learning
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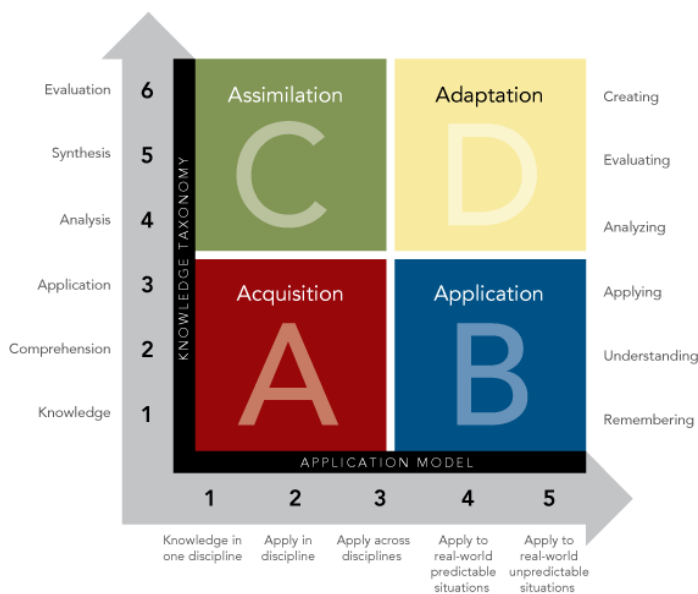
[Curriculum Cycle Work](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Unit A: Application of Basic Speech Delivery, Writing & Techniques	Unit B: Speech Methods and Styles	Unit C: Speech Writing and Information Literacy
<p style="text-align: center;">PE Standards:</p> <p>Radio Broadcast RI1, RI2, RI3, RI7, W2, W4, W8, SL4, SL6, L1, L3, L6, ISTE 1b, ISTE 3b, ISTE 3c</p>	<p style="text-align: center;">PE Standards:</p> <p>Extemporaneous Speech RI1, RI7, W1, W4, W8, W9, SL4, SL6, L1, L3, L6, ISTE 3b, ISTE 3c</p>	<p style="text-align: center;">PE Standards:</p> <p>Original Oratory (Final Performance Event) RI1, RI7, W1, W4, W8, W9, SL4, SL6, L1, L3, L6, ISTE 3b, ISTE 3c</p>
<p style="text-align: center;">Unit Standards:</p> <p>RI1, RI2, RI3, RI7, W1, W2, W4, W5, W8, SL1, SL2, SL3, SL4, SL6, L1, L3, L6, ISTE 1b, ISTE 2b, ISTE 3b, ISTE 3c</p>	<p style="text-align: center;">Unit Standards:</p> <p>RI1, RI2, RI5, RI6, RI7, W1, W4, W5, W8, W9, SL1, SL3, SL4, SL6, L1, L3, L6, ISTE 1b, ISTE 3b, ISTE 3c</p>	<p style="text-align: center;">Unit Standards:</p> <p>RI1, RI2, RI7, W1, W4, W5, W7, W8, W9, SL1, SL3, SL4, SL6, L1, L3, L6, ISTE 1b, ISTE 3b, ISTE 3c</p>

[Speech II Final Exam](#)

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	<p>Application of Basic Speech Delivery, Writing & Techniques: Students will learn and practice various delivery skills related to radio broadcasting. They will listen to and analyze different performance pieces leading up to the performance event.</p>	3-4 weeks	<p>Students will write and perform a 5 minute radio news piece in accordance with MSHSAA guidelines.</p>	<p>RI1, RI2, RI3, RI7, W2, W4, W8, SL4, SL6, L1, L3, L6, ISTE 1b, ISTE 3b, ISTE 3c</p>
Semester 1	<p>Speech Methods and Styles: Students will review basic speech delivery skills, in addition to learning best practices for researching. They will research and write speeches to answer questions relating to contemporary US topics in preparation for the Performance Event extemporaneous speech.</p>	6-7 weeks	<p>Students will choose one of three possible topics before having one class period to prepare a 7 minute extemporaneous speech on a current US issue. Then, they will deliver their speeches.</p>	<p>RI1, RI7, W1, W4, W8, W9, SL4, SL6, L1, L3, L6, ISTE 3b, ISTE 3c</p>
Semester 1	<p>Speech Writing and Information Literacy: Students will listen to and analyze various original oratory speeches about contemporary issues. Throughout the unit, they will focus on writing and speaking in a manner that entertains as well as persuades. Students will review argumentative writing, figurative language, emotional appeals, and tone.</p>	8-9 weeks	<p>Students will write and deliver a memorized persuasive speech in a manner that both educates and entertains the audience. The speech should reflect their personal opinion as well as researched data.</p>	<p>RI1, RI7, W1, W4, W8, W9, SL4, SL6, L1, L3, L6, ISTE 3b, ISTE 3c</p>

Unit A: Application of Basic Speech Delivery, Writing, & Techniques

Content Area: English Language Arts	Course: Speech II	UNIT: Application of Basic Radio Speech Delivery, Writing, & Techniques
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Unit Description: Students will learn and practice various delivery skills related to radio broadcasting. They will listen to and analyze different performance pieces leading up to the performance event.	Unit Timeline: 3-4 weeks
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DESIRED Results

Transfer Goal -Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – *Students will understand that... (Big Ideas)*

1. ...radio broadcasters listen to others' broadcasts in order to learn, grow, and improve.
2. ...radio broadcasters have strong literacy skills.
3. ...radio broadcasters must have a strong understanding of past and current events in order successfully report about them.
4. ...radio broadcasting, although it might seem easy, requires significant prep-time, creativity, and thoughtful labor.
5. ...radio broadcasters must have excellent verbal public speaking skills.

Essential Questions: *Students will keep considering...*

- What gives someone his/her "it" factor?
- What's the difference between being entertained and being informed?
- How can informational speeches also be entertaining?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The theme is the author’s universal message, and it appears throughout a work of literature. A summary reduces a work to its main plot points and events.</p> <p>Writers use plot, characters, and setting to vividly communicate stories.</p> <p>In order to compose effective arguments, claims must be supported by evidence from credible sources.</p> <p>A well-written argument needs a claim supported by evidence and reasoning. Counterclaims should also be addressed. The argument needs to be organized and formal in style.</p>	<p>RI1</p> <p>RI2</p> <p>RI3</p> <p>RI7</p> <p>W1</p>	<p>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.</p> <p>Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible</p>	<p>RI1</p> <p>RI2</p> <p>RI3</p> <p>RI7</p> <p>W1</p>

<p>Informative writing requires a clear topic. It needs to be organized with transitions. It should be written in a formal style.</p>	<p>W2</p>	<p>biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation</p>	<p>W2</p>
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<p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers follow a process when they write. The process includes prewriting, drafting, revising (based on feedback), editing, and publishing. Writers are aware of audience and purpose, and choose appropriate form to suit them.</p> <p>A variety of credible sources should be used and citations should be included.</p> <p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>W4</p> <p>W5</p> <p>W8</p> <p>SL1</p>	<p>presented (e.g. articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>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.</p> <ul style="list-style-type: none"> 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 promote civil, democratic discussions and decision-making, set clear goals and 	<p>W4</p> <p>W5</p> <p>W8</p> <p>SL1</p>
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<p>In order to give persuasive speeches, claims must be supported by evidence from credible sources.</p> <p>Speakers make powerful arguments with evidence, logic, word choice, and delivery.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters modify speeches depending on audience</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL6</p>	<p>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>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>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> <p>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>Adapt speech to a variety of contexts and tasks,</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL6</p>
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<p>and task.</p> <p>Use correct grammar when writing and speaking.</p> <p>One must compose and speak differently for different contexts in order to convey the appropriate meaning. Varying syntax adds interest.</p> <p>Know your audience and use the proper vocabulary, or jargon, when speaking.</p>	L1	<p>demonstrating a command of formal English when indicated or appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	L1
	L3	<p>Resolve issues of complex or contested usage, consulting references as needed.</p> <p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	L3
	L6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Create original works as a means of personal or group expression.</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	L6
			<p>ISTE 1b</p> <p>ISTE 2b</p> <p>ISTE 3b</p> <p>ISTE 3c</p>

Unit A: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
<p>#2 #3 #4 #5</p>	<p>RI1 RI2 RI3 RI7 W2 W4 W8 SL4 SL6 L1 L3 L6 ISTE1b ISTE3b ISTE3c</p>	<p>Description of Assessment Performance Task(s): Students will write a script and perform a 5 minute radio news piece in accordance with MSHSAA guidelines. (Students will also turn in their news sources.)</p> <p>Radio Broadcast:</p> <ul style="list-style-type: none"> ● Exactly 5 minutes in length (give or take 5 seconds) <ul style="list-style-type: none"> ○ International News: 2-3 stories—who, what, when, where, why ○ National News: 2-3 stories—who, what, when, where, why ○ Local News: 2-3 stories—who, what, when, where, why ○ Break for a 30 second commercial ○ Sports & Weather ● Use a broadcasting voice (like announcements) ● News stories can be no more than 24 hours old <ul style="list-style-type: none"> ○ Breaking news always goes first ● Start with a sign in—end with a sign out; come up with your own call letters. ● Transitions should be written in between stories <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Inclusion of all types of news pieces 2. Quality of explanation of news piece 3. Volume, rate, creativity with commercial 4. Modified for appropriate audience <p>Performance: Mastery: Students show mastery with a score of 3 out of 4 on Performance Event Rubric</p>	<p>D 21 Century</p> <p>critical thinking, communication, creativity</p>

Unit A: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Students will watch a recorded radio speech ([Radio performance speech](#)) and write a brief review on a [Google Doc](#) of the strengths and weaknesses of radio speaking to show what the students already know and where instruction should begin.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1 #4 #5	RI1 SL1 SL4	1. Activity: Basic Speaking Skills Reviewed Resource link here 1. Students will read chapter 13 in <i>Speak Up!</i> 2. Using one of the following strategies: focused reading, say something, first turn; last turn, students will complete the chapter questions sheet. 3. Using Rally Robin, students will name a speech delivery skill and provide a verbal example in front of the class.	Cooperative Learning	B critical thinking, communication, creativity
#1 #3	W1 SL2 SL3	2. Activity: Comparing Radio to Television Speeches 1. Students will watch and listen to radio and television speeches from the 1960 presidential campaign. 2. Students will create a Venn diagram to reveal the similarities and differences for the two types of speeches. Resource for activity. 3. Students will write an analysis paragraph discussing the findings in the Venn diagram.	Similarities and Differences Nonlinguistic Representation	D critical thinking
#1 #3	SL1 SL3	3. Activity: Radio Speaking Analysis 1. Students will watch videos of state champion radio speakers. Resource for Radio Speaking examples. Using Mix-Pair-Share or Numbered Heads Together, students will discuss their analysis of the videos. 2. Students will analyze the performances for required elements using Talking Chips or Think-Write-Round Robin.	Cooperative Learning	C critical thinking, creativity, communication
#2 #3 #4	RI1 RI2 RI3 RI7 W2 W4 W8	4. Activity: Research and Writing Radio Piece 1. Students will search online for current news stories to put in their speech. 2. Students will use an outline to write their performance piece. Resource for research and writing.	Frontloading Homework & Practice	D critical thinking, creativity

	L1 ISTE3b ISTE3c			
#4 #5	W5 SL3 SL4 ISTE1b ISTE2b	<p>5. Practice and Peer review</p> <ol style="list-style-type: none"> 1. Students will create an audio recording of their radio speech using a program like Voice Memos, then share the link on a Schoology course page for the purpose of practice and peer feedback (not final presentation). 2. The audio recordings will be peer reviewed with a Google Form. Make a copy of the feedback form for each speaker and place in Schoology course. Each response will be tabulated into a spreadsheet for each speaker. The Google spreadsheet can then be privately shared with the speaker. 3. Students will use the feedback forms to make edits to their speech outlines and to improve their delivery skills. 	Feedback	C critical thinking, collaboration, communication

Unit A: Resources

UNIT RESOURCES	
Teacher Resources:	
<ul style="list-style-type: none"> • http://www.speaking-tips.com/Glossary.aspx#P • www.webenglishteacher.com/speech.html • <i>Fraleigh, Douglas M., and Joseph S. Tuman. Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.</i> • <i>Fraleigh, Douglas M., and Joseph S. Tuman. Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.</i> • Youtube • https://speechanddebate.org/ • Google Drive and Classroom 	
Student Resources:	
<ul style="list-style-type: none"> • <i>Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.</i> • Camera App on phone or iPad • Schoology • youtube.com • Google Drive and Classroom 	

Vocabulary:

- Audience: a group of people assembled to watch and listen to a speech
- Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.
- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Conclusion Paragraph: the final part of a speech in which the speaker summarizes the main points and leaves the audience with a clincher, such as a vivid quote, image or call to action.
- Drafting: write and plan out a preliminary version of a speech
- Informative Purpose: the rhetorical purpose that aims to educate and increase an audience's understanding and awareness of a topic.
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Organizational Patterns: the organizational method one uses to plan a speech before writing it.
- Outlining: a written means of organizing a speech using sentences, phrases, or keywords. An outline includes the main ideas of a speech's introduction, body, and conclusion
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Prewriting: brainstorming and planning how a speech will be written
- Supporting points: examples, definitions, testimony, and statistics that support or illustrate a speaker's main points
- Thesis Statement: a single sentence that conveys the topic and purpose of the speech. All the different parts of a speech, such as main points and subpoints, should tie into the thesis statement; is sometimes referred to as the "topic statement".
- Tone: the intended mood of a speech or atmosphere.
- Writing Process: the steps in which students take part in while writing a speech (prewriting, drafting, editing, proofreading, publishing)
- 6+ Traits of Quality Writing: Identifies the 6 aspects (conventions, ideas, sentence fluency, organization, voice, and word choice) needed for effective writing

Unit B: Speech Methods and Styles

Content Area: English Language Arts	Course: Speech II	UNIT: Extemporaneous Speech Methods and Styles
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<p>Unit Description: Students will review basic speech delivery skills, in addition to learning best practices for researching. They will research and write speeches to answer questions relating to contemporary US topics in preparation for the Performance Event extemporaneous speech.</p>	<p>Unit Timeline: 6-7 weeks</p>
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DESIRED Results

Transfer Goal- Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – Students will understand that... (Big Ideas)

1. ...good public speakers observe and critique other public speakers in order to learn.
2. ...researching requires good literacy skills and the critical analysis of sources and content.
3. ...extemporaneous speeches require expedient organization.
4. ...contemporary issues provide relevant topics for timely, real-world presentations that engage audiences.
5. ...good delivery skills help increase audience interest and engagement.

<p>Essential Questions: Students will keep considering...</p> <ul style="list-style-type: none"> ● Why do you need to be able to think “on your feet”? ● Why should we discuss current issues if we can’t change them?

Students will know.....	Standard	Students Will Be Able to.....	Standard
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<p>Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The theme is the author’s universal message, and it appears throughout a work of literature. A summary reduces a work to its main plot points and events.</p> <p>Good compositions have clearly and logically structured points.</p> <p>It’s important for writers to have a clear point of view, purpose, and style.</p> <p>In order to compose effective arguments, claims must be supported by evidence from credible sources.</p> <p>A well-written argument needs a claim supported by evidence and reasoning. Counterclaims should also be addressed. The argument needs to be organized and formal in style.</p>	<p>RI1</p> <p>RI2</p> <p>RI5</p> <p>RI6</p> <p>RI7</p> <p>W1</p>	<p>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.</p> <p>Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s</p>	<p>RI1</p> <p>RI2</p> <p>RI5</p> <p>RI6</p> <p>RI7</p> <p>W1</p>
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<p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers follow a process when they write. The process includes prewriting, drafting, revising (based on feedback), editing, and publishing. Writers are aware of audience and purpose, and choose appropriate form to suit them.</p> <p>A variety of credible sources should be used, and citations should be included.</p> <p>Writers use evidence to support or refute an idea or answer.</p>		<p>knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p> <p>W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to literary nonfiction.</p>	<p>W4</p> <p>W5</p> <p>W8</p> <p>W9</p>
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<p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>SL1</p>	<p>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.</p> <ol style="list-style-type: none">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.Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.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.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>SL1</p>
<p>Speakers make powerful arguments with evidence,</p>	<p>SL3</p>	<p>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</p>	<p>SL3</p>

<p>logic, word choice, and delivery.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters modify speeches depending on audience and task.</p> <p>Use correct grammar when writing and speaking.</p> <p>One must compose and speak differently for different contexts in order to convey the appropriate meaning. Varying syntax adds interest.</p> <p>Know your audience and use the proper vocabulary, or jargon, when speaking.</p>	<p>SL4</p> <p>SL6</p> <p>L1</p> <p>L3</p> <p>L6</p>	<p>emphasis, and tone used.</p> <p>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>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SL4</p> <p>SL6</p> <p>L1</p> <p>L3</p> <p>L6</p>
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		Create original works as a means of personal or group expression.	ISTE 1b
		Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	ISTE 3b
		Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	ISTE 3c

Unit B: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#2 #3 #4 #5	RI1 RI7 W1 W4 W8 W9 SL4 SL6 L1 L3 L6 ISTE3b ISTE3c	<p>Description of Assessment Performance Task(s): Students will choose one of three possible topics before having a set amount of time to compose and deliver a 5-7 minute persuasive extemporaneous speech on a current US or International issue. Then, they will deliver their speech 30 minutes after drawing their topic.</p> <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Persuasiveness of answer to the question 2. Introduction, sources used (claim, warrant, impact), conclusion, use of time 3. Memorization, volume, nonverbals (stance, poise, and eye contact) 4. Modified for appropriate audience 5. Use of time allowed for the speech <p>Performance: Mastery: Students will show that they understand when they earn at least three out of four points in each of the above sections.</p> <p>Performance Task Rubric</p>	<p style="text-align: center;">C 21 Century</p> <p>critical thinking communication creativity</p>

Unit B: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Students will watch a recorded extemporaneous speech ([Extemporaneous Speech](#)) and write a brief review on a [Google Doc](#) of the strengths and weaknesses of a three point speech to show what the students already know and where instruction should begin.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#2	RI1 RI2 RI7 SL1 ISTE3b ISTE3c	1. Activity: Extemporaneous Speaking <ol style="list-style-type: none"> Students will be given a set amount of time to research Extemporaneous Speaking using credible online resources. Using a Chalkboard Splash technique, students will report their findings. Students will read and annotate Tips on Extemp Speaking to supplement their knowledge on elements in an extemporaneous speech using Say Something technique. 	Advance Organizers Cooperative Learning	C critical thinking, communication
#1	W1 SL1 SL3 SL4	2. Activity: Watching and Analyzing Extemporaneous Speeches <ol style="list-style-type: none"> Students will watch videos of state winning extemporaneous speeches. Extemporaneous Speech Videos. Students will analyze the speeches for the required elements using notes from Activity 1 and Three point speeches, and will compose a paragraph discussing the speeches' strengths and weaknesses. The students will then present their findings through small group discussions. 	Feedback Summarizing & Notetaking	C critical thinking, communication
#2 #3 #4	RI7 W1 W4 W8 ISTE3b ISTE3c	3. Activity: Thesis Writing Practice <ol style="list-style-type: none"> Students will select an Extemporaneous question. (A list of current U.S. Extemp questions can be found Here, International Extemp questions can be found Here.) Students will conduct online research regarding the issue in the question. Students will write a thesis that contains 3 points to answer the question. Resource for Thesis Practice. 	Summarizing & Notetaking Argumentative Writing	C critical thinking, communication
#2	RI1	4. Activity: Extemporaneous Topic Development	Argumentative	C

<p>#3 #4</p>	<p>RI5 RI6 RI7 W1 W4 W5 W8 ISTE3b ISTE3c</p>	<ol style="list-style-type: none"> Students will select an Extemporaneous question from a new list of topics and conduct more in depth online research. (A list of current U.S. Extemporaneous question can be found Here, International Extemp questions can be found Here) Students will again go through the process writing a thesis statement with three points as continued practice. Students will take the process a step further by developing the topics with cited research. Resource for Topic Development Students will share their Extemporaneous Topic Development for peer feedback using Is It Safe? After receiving peer feedback, students will edit their theses and main points. 	<p>Writing</p> <p>Summarizing & Notetaking</p> <p>Feedback</p>	<p>critical thinking, communication collaboration</p>
<p>#2 #3 #4 #5</p>	<p>RI1 RI5 RI6 W1 W4 W5 W8 W9 SL3 SL4 SL6 L1 ISTE1b ISTE3b ISTE3c</p>	<p>5. Activity: Writing, Practicing, Peer Review</p> <ol style="list-style-type: none"> Students will be given 30 minutes to select a topic, conduct research and write an outline for their speech using Extemp Speech Outline Students will record themselves giving their speech using technology like an iPad. Students will peer review another student's speech using Peer Review Sheet and can use feedback structures such as Sentence Stems, Ladder of Feedback, or PQS. 	<p>Homework & Practice</p> <p>Feedback</p>	<p>C</p> <p>critical thinking, collaboration, creativity, communication</p>

Unit B: Resources

UNIT RESOURCES
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://www.speaking-tips.com/Glossary.aspx#P ● www.webenglishteacher.com/speech.html ● <i>Fraleigh, Douglas M., and Joseph S. Tuman. Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.</i>

- *Fraleigh, Douglas M., and Joseph S. Tuman. Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.*
- Youtube
- <https://speechanddebate.org/>
- Google Drive and Classroom

Student Resources:

- *Speak Up! An Illustrated Guide to Public Speaking. St. Martins: Bedford, 2009. Print.*
- Camera App on phone or iPad
- Schoology
- Online Databases such as Opposing Viewpoints in Context
- youtube.com
- Google Drive and Classroom

Vocabulary:

- Alliteration: repetition of the initial consonant sound of close or adjoining words.
- Antithesis: a language technique that combines opposing elements in the same sentence or adjoining sentences
- Amplification: the art of developing ideas by finding ways to restate them in a speech.
- Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.
- Audience: a group of people assembled to watch and listen to a speech
- Bias: word choice that suggest prejudice or preconceptions about other people.
- Boolean Search-using an online search system of symbolic logic that uses combinations of logical operators such as "AND," "OR," and "NOT"
- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Citation: attribution, or method of acknowledgment of source material
- Conclusion Paragraph: the final part of a speech in which the speaker summarizes the main points and leaves the audience with a clincher, such as a vivid quote, image or call to action.
- Drafting: write and plan out a preliminary version of a speech
- Ethos (credibility): inspiring belief in an audience by conveying a sense of the speaker's knowledge, honesty, trustworthiness, experience, authority, and/or wisdom.
- Euphemism: the act or an example of substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive
- Extemporaneous: done, spoken, performed, etc., without special advance preparation; impromptu: previously planned but delivered with the help of few or no notes: speaking or performing with little or no advance preparation:
- Hyperbole: a deliberate over exaggeration for the purpose of comparison
- Hypothetical example: an imagined example or scenario that a speaker invites his or her audience to consider in order to help them

follow a complicated point presented immediately afterward.

- Imagery: mental pictures or impressions painted with vivid language.
- Informative Purpose: the rhetorical purpose that aims to educate and increase an audience's understanding and awareness of a topic.
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Logos: the sound reasoning that supports a speaker's claims and makes the argument more persuasive to an audience.
- Note taking: something written down, both formally and informally, often in abbreviated form, as a record or reminder
- Organizational Patterns: the organizational method one uses to plan a speech before writing it.
- Outlining: a written means of organizing a speech using sentences, phrases, or keywords. An outline includes the main ideas of a speech's introduction, body, and conclusion
- Parallelism: the similar arrangement of a pair or series of related words, phrases, or sentences.
- Pathos: appealing to an audience's emotion.
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Prewriting- brainstorming and planning how a speech will be written
- Primary Source: a document or physical object which was written or created during the time under study.
- Purpose: the intended and/or stated goal of the speech
- Reliability: dependability and suitability
- Repetition: reiteration of the same word or set of words at the beginning or end of successive clauses or sentences.
- Research plan: a strategy for finding and keeping track of information in books, periodicals, Websites, and other sources a speaker might use to prepare a presentation.
- Rhetoric Device: a use of language by speakers and writers to create a lasting effect on listeners and readers.
- Rhetorical Questions: questions that have a self-evident answer, or that provoke curiosity that the speech then proceeds to satisfy.
- Rhythmic Triad: the deliberate placement of three similar ideas for the effect of memory (ex: live, laugh, love or reduce, reuse, recycle).
- Secondary Source: interprets and analyzes primary sources.
- Sentence Fragments: the deliberate use of incomplete sentences for brevity and sound effect in a speech.
- Supporting points: examples, definitions, testimony, and statistics that support or illustrate a speaker's main points
- Thesis Statement: a single sentence that conveys the topic and purpose of the speech. All the different parts of a speech, such as main points and subpoints, should tie into the thesis statement; is sometimes referred to as the "topic statement".
- Tone: the intended mood of a speech or atmosphere.
- Writing Process: the steps in which students take part in while writing a speech (prewriting, drafting, editing, proofreading, publishing)
- 6+ Traits of Quality Writing: Identifies the 6 aspects (conventions, ideas, sentence fluency, organization, voice, and word choice) needed for effective writing.

Unit C: Speech Writing and Information Literacy

Content Area: English Language Arts	Course: Speech II	UNIT: Speech Writing and Information Literacy
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Unit Description: Students will listen to and analyze various original oratory speeches about contemporary issues. Throughout the unit, they will focus on writing and speaking a manner that entertains as well as persuades. Students will review argumentative writing, figurative language, emotional appeals, and tone.	Unit Timeline: 8-9 weeks
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DESIRED Results

Transfer Goal - Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – *Students will understand that... (Big Ideas)*

1. ...personal growth as a public speaker depends on practice, as well as studying model speeches.
2. ...good literacy skills are critical for both composing and researching persuasive speeches.
3. ...well-composed, well-researched arguments are critical for persuading an audience.
4. ...emotional appeals, figurative language, etc. help add entertaining and engaging elements to a persuasive speech.
5. ...repeatedly rehearsing a speech helps a speaker both memorize the speech and improve delivery and presentation skills.

Essential Questions: <i>Students will keep considering...</i> <ul style="list-style-type: none">• What makes you believe someone?• What role does emotion play in our decision-making?
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Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The theme is the author’s universal message, and it appears throughout a work of literature. A summary reduces a work to its main plot points and events.</p> <p>In order to compose effective arguments, claims must be supported by evidence from credible sources.</p> <p>A well-written argument needs a claim supported by evidence and reasoning. Counterclaims should also be addressed. The argument needs to be organized and formal in style.</p>	<p>RI1</p> <p>RI2</p> <p>RI7</p> <p>W1</p>	<p>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.</p> <p>Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>RI1</p> <p>RI2</p> <p>RI7</p> <p>W1</p>

<p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers follow a process when they write. The process includes prewriting, drafting, revising (based on feedback), editing, and publishing. Writers are aware of audience and purpose, and choose appropriate form to suit them.</p> <p>Thorough research is necessary when selecting a topic and when providing an in-depth explanation or analysis.</p> <p>A variety of credible sources should be used, and citations should be included.</p> <p>Writers use evidence to support or refute an idea or answer.</p>	<p>W4</p> <p>W5</p> <p>W7</p> <p>W8</p> <p>W9</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p> <p>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.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature b. Apply grades 11-12 Reading standards to literary nonfiction 	<p>W4</p> <p>W5</p> <p>W7</p> <p>W8</p> <p>W9</p>
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<p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>SL1</p>	<p>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.</p> <ul style="list-style-type: none"> 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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>SL1</p>
	<p>SL3</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance,</p>	<p>SL3</p>

<p>Speakers make powerful arguments with evidence, logic, word choice, and delivery.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters modify speeches depending on audience and task.</p> <p>Use correct grammar when writing and speaking.</p> <p>One must compose and speak differently for different contexts in order to convey the appropriate meaning. Varying syntax adds interest.</p> <p>Know your audience and use the proper vocabulary, or jargon, when speaking.</p>	<p>SL4</p> <p>SL6</p> <p>L1</p> <p>L3</p> <p>L6</p>	<p>premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>SL4</p> <p>SL6</p> <p>L1</p> <p>L3</p> <p>L6</p>
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	expression.	
	Create original works as a means of personal or group expression.	ISTE 1b
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	ISTE 3b
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	ISTE 3c

Unit C: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#1 #2 #3 #4 #5	R11 RI7 W1 W4 W8 W9 SL4 SL6 L1 L3 L6 ISTE3b ISTE3c	<p>Description of Assessment Performance Task(s): Students will write an original oratory on a contemporary issue. The 5-7 minute speech will contain both anecdotes and researched information. Students will memorize and deliver the speech.</p> <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Coherence of anecdote and research for contemporary issue 2. Introduction, sources used (claim, warrant, impact), conclusion, use of time 3. Memorization, volume, nonverbals (stance, poise, and eye contact) 4. Modified for appropriate audience 5. Use of time allowed for the speech <p>Performance: Mastery: Students will show mastery with a 3 out of 4 on each section Performance Event Rubric</p>	<p>C</p> <p>21 Century critical thinking communication creativity</p>

Unit C: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Students will watch a recorded original oratory speech ([Original Oratory Speech](#)) and write a brief review on a [Google Doc](#) of the strengths and weaknesses of the speech to show what the students already know and where instruction should begin.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1 #2	RI1 RI2 SL1	<p>1. Activity: Special Occasion Speaking, Commencement Address</p> <ol style="list-style-type: none"> Before reading chapter 18, students will do a Chalkboard Splash around the question “What should be considered when doing special occasion speeches?” Students will read chapter 18 in <i>Speak Up!</i> paying close attention to any information not mentioned during the Chalkboard Splash. Resource for Chapter 18 Using the information from chapter 18, read and annotate a commencement speech Steve Jobs Commencement Speech, and explain the impact on the content and delivery of the students’ speech Resource for responding to the speech. 	Cooperative Learning	C critical thinking, communication, creativity
#3 #4 #5	SL4 W2 W4	<p>2. Activity: Commencement Speech</p> <ol style="list-style-type: none"> Students will write and give a commencement address following structure as discovered in Chapter 18 of <i>Speak Up!</i> And Steven Jobs speech. Using the outline Here student will write a 5 minute commencement speech and deliver it to the class as well as administrators and teachers who sponsor the graduation ceremony. 	Argumentative Writing	C critical thinking communication creativity
#2	RI1 RI2 SL1	<p>3. Activity: Original Oratory guidelines</p> <ol style="list-style-type: none"> Students will read and annotate Original Oratory Explained with partners by using a reading strategy such as Focused Reading or Chunk and Chew. Following this reading and annotating, the teacher will facilitate a discussion using one of the following structures: One Stray, Inside/Outside Circle, or Fishbowl. The discussion will revolve around the elements in Original Oratory using Original Oratory Slides to reinforce the concepts. 	Summarizing & Notetaking Cooperative Learning	C critical thinking, collaboration, communication

#1	W1 W4 SL1 SL3 SL4	4. Activity: Watching and Analyzing Original Oratory Speeches 1. Students will watch videos of state winning original oratory speeches Link to 4 videos . 2. Students will analyze the speeches for the required elements using notes from Activity 1 and will compose a paragraph discussing the speeches' strengths and weaknesses using the PMI strategy or another feedback strategy . 3. The students will then present their findings through small group discussions.	Cues and Questions Feedback	C critical thinking, communication
#2 #3	RI1 RI2 W7 W8 SL1 ISTE3b ISTE3c	5. Activity: Original Oratory Brainstorming 1. Students will use Jot Thoughts or Rally Coach to complete Original Oratory Brainstorming form to help choose a topic. 2. Students will use Databases such as Opposing Viewpoints found in the Learning Commons to determine if there is a enough current data available for their chosen topic.	Advance Organizers Generating & Testing Hypothesis	C critical thinking
#2 #3 #4	RI1 RI7 W1 W4 W7 W8 W9 ISTE3b ISTE3c	6. Activity: Research and Outlining 1. Students will use Online Databases such as Opposing Viewpoints found in the Learning Commons to find and organize information and possible solutions for their chosen topic 2. Following the guidelines in Guide to Original Oratory , students will write a manuscript of their speech using a pyramid structure	Summarizing & Notetaking Nonlinguistic Representation	C critical thinking, creativity, communication
#1 #5	W5 SL3 SL4 SL6 ISTE1b	7. Activity: Memorize and Practice 1. Students will record themselves giving their speech on technology such as an iPad. 2. Students will watch another student's video and provide feedback using Oratory Peer Review form and a feedback structure of the student's choice: Sentence Stems , Ladder of Feedback , or PQS . 3. Students will then edit their speeches based on the feedback.	Homework & Practice Feedback	C critical thinking, communication

UNIT RESOURCES

Teacher Resources:

- <http://www.speaking-tips.com/Glossary.aspx#P>
- www.webenglishteacher.com/speech.html
- Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Fraleigh, Douglas M., and Joseph S. Tuman. *Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Youtube
- <https://speechanddebate.org/>
- Google Drive and Classroom

Student Resources:

- *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Camera App on phone or iPad
- Schoology
- Online Databases such as Opposing Viewpoints in Context
- youtube.com
- Google Drive and Classroom

Vocabulary:

- Alliteration: repetition of the initial consonant sound of close or adjoining words.
- Antithesis: a language technique that combines opposing elements in the same sentence or adjoining sentences
- Amplification: the art of developing ideas by finding ways to restate them in a speech.
- Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.
- Audience: a group of people assembled to watch and listen to a speech
- Bias: word choice that suggest prejudice or preconceptions about other people.
- Boolean Search-using an online search system of symbolic logic that uses combinations of logical operators such as "AND," "OR," and "NOT"
- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Citation: attribution, or method of acknowledgment of source material

- Conclusion Paragraph: the final part of a speech in which the speaker summarizes the main points and leaves the audience with a clincher, such as a vivid quote, image or call to action.
- Drafting: write and plan out a preliminary version of a speech
- Ethos (credibility): inspiring belief in an audience by conveying a sense of the speaker's knowledge, honesty, trustworthiness, experience, authority, and/or wisdom.
- Euphemism: the act or an example of substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive
- Hyperbole: a deliberate over exaggeration for the purpose of comparison
- Hypothetical example: an imagined example or scenario that a speaker invites his or her audience to consider in order to help them follow a complicated point presented immediately afterward.
- Imagery: mental pictures or impressions painted with vivid language.
- Informative Purpose: the rhetorical purpose that aims to educate and increase an audience's understanding and awareness of a topic.
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Logos: the sound reasoning that supports a speaker's claims and makes the argument more persuasive to an audience.
- Note taking: something written down, both formally and informally, often in abbreviated form, as a record or reminder
- Organizational Patterns: the organizational method one uses to plan a speech before writing it.
- Outlining: a written means of organizing a speech using sentences, phrases, or keywords. An outline includes the main ideas of a speech's introduction, body, and conclusion
- Parallelism: the similar arrangement of a pair or series of related words, phrases, or sentences.
- Pathos: appealing to an audience's emotion.
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Prewriting- brainstorming and planning how a speech will be written
- Primary Source: a document or physical object which was written or created during the time under study.
- Purpose: the intended and/or stated goal of the speech
- Reliability: dependability and suitability
- Repetition: reiteration of the same word or set of words at the beginning or end of successive clauses or sentences.
- Research plan: a strategy for finding and keeping track of information in books, periodicals, Websites, and other sources a speaker might use to prepare a presentation.
- Rhetoric Device: a use of language by speakers and writers to create a lasting effect on listeners and readers.
- Rhetorical Questions: questions that have a self-evident answer, or that provoke curiosity that the speech then proceeds to satisfy.
- Rhythmic Triad: the deliberate placement of three similar ideas for the effect of memory (ex: live, laugh, love or reduce, reuse, recycle).
- Secondary Source: interprets and analyzes primary sources.
- Sentence Fragments: the deliberate use of incomplete sentences for brevity and sound effect in a speech.
- Supporting points: examples, definitions, testimony, and statistics that support or illustrate a speaker's main points
- Thesis Statement: a single sentence that conveys the topic and purpose of the speech. All the different parts of a speech, such as main points and subpoints, should tie into the thesis statement; is sometimes referred to as the "topic statement".
- Tone: the intended mood of a speech or atmosphere.

- Writing Process: the steps in which students take part in while writing a speech (prewriting, drafting, editing, proofreading, publishing)
- 6+ Traits of Quality Writing: Identifies the 6 aspects (conventions, ideas, sentence fluency, organization, voice, and word choice) needed for effective writing.