



Public Speaking
Grade 12 / Unit 1

Subject Public Speaking	Grade 12	Unit Building Responsibility & Confidence	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- **Building Responsibility & Confidence**
Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Building Responsibility & Confidence
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Unit Summary

Communication is the process of sending and receiving messages. Writing and speaking are two forms of communicating with words. Messages may also be delivered through nonverbal communication (such as body language) and symbols (such as the "peace" sign). Interpersonal communication takes place any time messages are transmitted between two or more people.

Command of language, posture, eye contact, gestures, and other speech basics are certainly important to oral communication. However, effective and responsible speech must be built on a solid foundation of values, or ethics. This ethical foundation consists of three essential elements: striving to be a good person; communicating constructively; and caring about the audience.

A good speaker must have proper motivation—the driving force behind the words. Two internal forces should motivate speech: (1) the desire to treat both people and situations with fairness and respect and to avoid stereotyping; (2) the desire to set a good example for others.

Confidence is the feeling that one is capable of handling a situation successfully. In oral communication, confidence built on a foundation of solid values lends a sense of stability, which helps make the speaker's message seem believable. No one is born with

confidence. Confidence must be nurtured through ongoing practice and preparation, including learning from failures.

Confidence can be undermined by stage fright, the fear of speaking in public. Surveys show that up to 90 percent of Americans feel very uncomfortable about any form of public speaking.

How can you overcome stage fright? The first step is to have an accurate perception of your audience, of your speech, and of yourself. Remember that your audience does not see everything you do wrong, that your speech is a worthwhile sharing of ideas and information, and that you have a great deal to offer.

This chapter also discusses ten components that can help build self-confidence: content, organization, notes, friendliness, impression, dedication, empathy, newness, conviction, and enthusiasm. (The initial letters of the ten words together spell confidence.)

Unit Essential Questions

1. How should communicators identify and analyze the ethical and social responsibilities of giving a speech?
2. How does the communication process treated in personal, professional, and social contexts?
3. How does the audience affect the means for communication?
4. How can verbal and nonverbal communication be impactful?
5. How can I minimize stage fright and increase confidence while publically speaking?

Key Understandings

1. SWBAT identify and analyze the ethical and social responsibilities of communicators.
2. SWBAT identify the components of the communication process and their functions.
3. SWBAT explain the importance of effective communication skills in personal, professional, and social contexts.
4. SWBAT recognize your audience as an important element in building responsible communication skills
5. SWBAT realize the importance of and impact of both verbal and nonverbal communication.
6. SWBAT discuss what confidence means and how it is a vital element in the effective speaking.
7. SWBAT recognize the realities of stage fright and how they can appropriately deal with the problem.
8. SWBAT realize the value of perception as it applies in confidence in their speaking.
9. SWBAT implement the planks of confidence in their speaking.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
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Misconceptions <ul style="list-style-type: none"> • Self-confidence is natural. • Self-confidence overcomes ability. 	Proper Conceptions <ul style="list-style-type: none"> • Self-confidence can be trained/ learned. • Self-confidence is achieved through repetition.
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Concepts Communication Laying the Proper Foundation Building the Proper Motivation Understanding Stage Fright Establishing an Accurate Perception Examining the Planks of Confidence	Competencies Interview a teacher, professional, or businessman to find out what communication is and why it is important Analyze an article that exhibits someone using good communication skills Analyze clips of good and bad examples of communication Interview someone who has had the confidence to do something admirable in the face of adversity Compile a self- improvement chart Related speech topics: environment, education, homeless, child abuse, equal rights, farmers/ agriculture, school programs, sexual harassment, consumer protection, entertainment/ the media, politics, family, sports and academics, MADD, Apartheid, sexual harassment, censorship, left/right brain research, phobias, cooperative learning in education, cheating, firefighters, peer pressure, creativity, work ethic, law enforcement, advancements in technology	Vocabulary Ethics, communication, sender, message, receiver, feedback, communication barrier, written communication, oral communication, nonverbal communication, symbol, inter/intrapersonal communication, rhetoric, orator, logical/ emotional/ personal appeal, dialogue, motivation, stereotyping, responsible, epitomize, credibility, mesmerize, flippant, reciprocal, confidence, phobia, fear, performance anxiety, stage fright, perception, self-esteem, content, organization, notes, friendliness, impression, dedication, empathy, common ground, newness, conviction, enthusiasm, irrational, eulogy, synonymous, innovation, allegory, assertion, prioritizing, mannequin
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Assessments: Give a speech TWICE to introduce yourself to the class and write positive comments/ feedback to one another (to mirror, to parents, to partner, to class), icebreakers
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Students can relate themselves to any of their interests.

Additional Resources: The internet and “Speaking Across the Curriculum” booklet
The Skill of Self-Confidence: <https://www.youtube.com/watch?v=w-HYZv6HzAs>

Created By:
Lynsey McKinley



Public Speaking

Grade 12 / Unit 2

Subject	Grade	Unit	Suggested Timeline
Public Speaking	12	Listening, Non-verbal Communication, and Interpersonal Communication	1 week

Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- **Listening, Non-verbal Communication, and Interpersonal Communication**
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title:

Listening & Non-verbal Communication & Interpersonal Communication

Unit Summary:

“Nature has given us one tongue, but two ears,” wrote the Greek philosopher Epictetus, “that we may hear twice as much as we speak.” The importance of good listening skills in effective communication cannot be overstated. The loss of millions of dollars in business dealings and even the endangering of workers in construction sites have been attributed to poor listening. Part of the problem is that people listen much faster than they speak, so it's easy for the mind to wander when someone is talking. It is important to use this "spare time" to explore what lies ahead in the speech, analyze the speaker's message, review what one has heard, and search for hidden meanings in what is being said.

Listening is more effective if one employs the right listening style for each situation. One should always determine whether to listen appreciatively, discriminatively, empathically, or critically. By choosing appropriate ways to listen, one can avoid poor listening habits, such as tuning out dull topics, faking attention, yielding to distractions, criticizing a speaker's delivery or physical appearance, jumping to conclusions, overreacting to emotional words, and interrupting. Another strategy that will improve listening skills is being aware of how speeches are typically organized from beginning, to middle, to end and paying close attention when it matters most.

Effective communication happens as a result of people listening carefully to what others have to say and observing their nonverbal communication to see what messages it conveys. Because people generally remember more of what they see than of what they hear, nonverbal communication often overpowers verbal messages. A person can use positive or negative nonverbal communication to convey agreement, openness, interest, boredom, or nervousness. Generally, facial expressions are the most difficult kinds of nonverbal communication to accurately interpret, whereas tones of voice and body postures are more telling. For example, people who are lying tend to touch their faces often and fidget more than usual.

Nonverbal communication is not a universal language, and different gestures can have very different meanings in different cultures. "Personal space," or the distance between people while speaking, also varies by culture and circumstance. The amount of space between people should depend upon whether their communication is intimate, personal, social, or public.

Interpersonal communication is the art of getting along and communicating effectively with other people. Most business professionals agree that it is one of the most important skills you need to be successful in your chosen field and in your personal life. Regardless of whom you are speaking with, it is critical to speak with courtesy and tact. It is also important to choose an appropriate tone when communicating with others. An aggressive or nonassertive tone does not usually achieve positive results. It is best to communicate in an assertive tone, which includes speaking in a warm, friendly voice; using respectful words; making direct eye contact; and staying relaxed.

Acquiring people skills is a worthwhile goal. A person with strong people skills makes others feel at ease by making introductions, participating effectively in conversations, offering and accepting criticism, and giving clear and accurate directions. In a world that is becoming more interconnected all the time, interpersonal communication skills are essential in building understanding and positive relationships with others.

Unit Essential Questions

1. How are hearing and listening different and why are they important?
2. Why are there different components and kinds of listening processes?
3. How are verbal and nonverbal communication distinguished?
4. How can one use body language to reinforce a verbal message?
5. How can gestures have different meanings in different cultures?
6. Why should one value interpersonal communication?
7. How are assertiveness, courtesy, and tact important when interacting with people?
8. How can positive communication help to build professional and social interpersonal relationships?

Key Understandings

1. SWBAT explain the difference between hearing and listening.
2. SWBAT identify and describe the components and kinds of the listening process.
3. SWBAT explain why good listening habits are important.
4. SWBAT distinguish between verbal and nonverbal communication.
5. SWBAT use body language to reinforce their verbal message.
6. SWBAT explain how the same gesture can have different meanings in different cultures.
7. SWBAT understand the value of effective interpersonal communication.
8. SWBAT understand the importance of assertiveness, courtesy, and tact when dealing with people.
9. SWBAT implement effect strategies for successful one-to-one communication.
10. SWBAT use communication to build positive professional and social interpersonal relationships.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; 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.
CC.1.4.11–12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Important Standards Addressed in the Unit

CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11–12.K	Write with an awareness of the stylistic aspects of composition.
CC.1.4.11–12.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Misconceptions

- Good hearing and good listening are closely related.
- The speaker is solely responsible for success in oral communication.
- Listening is a passive activity.
- Consequences of careless listening are minimal.
- Body language does not affect impressions.
- Emoticons can be use at all times.

Proper Conceptions

- Good listening requires skill and practice.
- The listener is responsible for optimal understanding.
- Body language shapes who we are and how we are perceived.
- Emoticons should not be used inappropriately or in formal situations.

<p>Concepts Listening more than Hearing Roadblocks to Good Listening Effective Listening Strategies Body Basics Interpreting Nonverbal Messages Multicultural Messages Appropriate Tone People Skills</p>	<p>Competencies Pay attention to your own mental process the next time you're listening to someone</p> <p>List listening skills and habits</p> <p>Observe people listening to one another</p> <p>Interview someone who listens a lot: psychologist counselor, social worker</p> <p>Write about the teacher whose lecture you find easiest to understand</p> <p>Related Speech Topics: See pages 75, 97, 119</p>	<p>Vocabulary Passive/ active listening, listening spare time, appreciative/ discriminative/ empathetic/ critical listening, false comparison, jump on the bandwagon, paraphrase, summarize, filter, testimonial, stack the deck, name calling, excursion, disintegration, sound board, vulnerable, peripheral, rhetorical, retention, acronym, bias, gluttony avarice, propaganda, sloth, nonverbal message, body language, gesture, tone of voice, personal space, intimate/ personal/ social/ public distance, eye contact, sympathetic, diverse, distal, proximal, timbre, suppress, anthropologist, comparative, intimacy, stoic, interpersonal/ social/ professional communication, courtesy, dialogue, tact, aggressive/ nonaggressive/ assertive tone, people skills, prospective, etiquette, brash, manipulating, criticism, reprimand</p>
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Assessments: Analyze 1-2 commercials by motive, content, and body language, written analysis of commercial
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness
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Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Commercials on any topic, pattern recognition, filters, clip analysis

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

TV

Julian Treasure: 5 Ways to Listen Better: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en

Amy Cuddy: Your body language shapes who you are: https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-20308

Created By:

Lynsey McKinley



Public Speaking

Grade 12 / Unit 3

Subject Public Speaking	Grade 12	Unit Interviewing	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- **Interviewing**
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Interviewing
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Unit Summary

Before giving a speech, it is often necessary to interview others to gather information. When conducting an interview, it is important to keep the audience you will be sharing the information with in mind and ask the questions that your audience would want answered. To obtain the kind of information that will interest people, you must be curious and brave enough to ask questions that may seem foolish.

Good preparation for an interview is essential. Choose the person you wish to interview carefully, keeping in mind the type of information you need to gather. Before the interview, you should do as much background research on the person as possible. Once you have found the best candidate and have completed your research, choose a location where interruptions will be kept to a minimum. It is essential to dress appropriately and arrive on time. Begin with questions that put the other person at ease and help to build rapport. Use eye contact and keep questions brief and to the point. Build questions based on who, what, when, where, why, and how. Open-ended questions usually lead to the most interesting exchanges.

Unit Essential Questions

1. How should my life experiences and interests be appropriately displayed on a resume?

Key Understandings

1. SWBAT create a resume for a future job or scholarship.

<ol style="list-style-type: none"> 2. How should I prepare for an interview for a future job or scholarship? 3. Why are open-ended questions better to ask in an interview than close-ended questions? 4. Why is dressing appropriately and presenting yourself in a professional manner crucial? 5. How should I conduct myself in an interview? 	<ol style="list-style-type: none"> 2. SWBAT use interviews to gather materials for their speeches. 3. SWBAT schedule an interview at a time and place that will increase its chances for success. 4. SWBAT create open-ended questions to draw the best possible answers. 5. SWBAT dress appropriately and present themselves in a professional manner. 6. SWBAT participate in an interview for a job or scholarship in the classroom setting.
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Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.C	Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.B	Write with a sharp, distinct focus identifying topic, task, and audience.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Misconceptions

- Resumes must only be 1 pg.
- No Call= no job
- Interviewer is well prepared.
- Interviewers will ask all the same questions.
- Looks don't matter.
- The most qualified person gets the job.
- Give all your references.
- Keep answers short.

Proper Conceptions

- Resumes should be full pages.
- Interviews may have been pushed back; candidates could decline.
- Interviewer may not have had time to review resume, application, etc. so discuss info. in those documents.
- Interviewers may ask prompt questions.
- First impressions and attire matter.
- Protocol and politics drive offers.
- Give 3-4 references.
- Elaborate on questions and give examples.

Concepts Using Interviews to Gather Information Preparing for an Interview	Competencies Attend a local press conference	Vocabulary Interviewer, subject, verbatim, portfolio, rapport, open-ended / follow-up/ yes-no/
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<p>Conducting an Ethical Interview Interviewing for a Job or Scholarship</p>	<p>Ask the personal you interviewed to evaluate you</p> <p>Compare and contrast interviews of same person</p> <p>Related Speech Topics: See page 149</p>	<p>leading questions, puff ball, pause, bridge, sparkler, sound bite, pollster, proxy, vicariously, grovel, chauffeur, embalm, unobtrusive, canned</p>
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Assessments: Create a cover letter and resume, research interview questions for your desired job, and interview a partner
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Research your desired job and complete assignment accordingly

Additional Resources: The internet and "Speaking Across the Curriculum" booklet
Facts about interviews, sample interview questions, sample resumes, sample cover letters:
<https://www.moneyinstructor.com/interview.asp>

Created By:
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Public Speaking
Grade 12 / Unit 4

Subject Public Speaking	Grade 12	Unit Group Discussion	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- **Group Discussion**
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Group Discussion
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Unit Summary

Group discussion is the cooperative exchange of information, opinions, and ideas. The ability to participate positively in group discussions is invaluable in a society that is increasingly interdependent. There are various discussion formats, including panels, symposiums, and town hall meetings. Regardless of the format, certain factors improve the chances that a discussion will be successful. These include group size, seating arrangements, and cohesion.

When the purpose of a group discussion is to solve a problem, it is best to follow a logical sequence, thereby completing the problem-solving process efficiently. The philosopher and educator John Dewey suggested six steps for effective problem solving, known as the Dewey system. While disagreements are inevitable, they can enhance the problem-solving process if they are handled sensitively. This happens when group members use their differences to discover the best ideas, not to defeat one another. Positive contributions occur when members listen attentively and speak at the appropriate times. It is often helpful to have a leader, or moderator, to begin the discussion, keep the discussion going, and close the discussion. While the goal is for the group to reach consensus, it is important to avoid groupthink, thereby defeating the purpose of group discussion.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. Why are cooperative attitudes necessary for group discussions? 2. How do the major kinds and factors of group discussions determine the success of the group discussion? 3. How could identifying the steps of problem-solving be useful in a group discussion? 4. How can a Socratic Seminar or another large group discussion forum be beneficial in certain settings? 	<ol style="list-style-type: none"> 1. SWBAT explain why cooperative attitudes are necessary for group discussions? 2. SWBAT describe the major kinds of group discussions and the factors that determine the success of group discussions. 3. SWBAT identify the steps of the problem-solving process. 4. SWBAT develop a list of questions they could use to direct a group discussion. 5. SWBAT participate in a Socratic Seminar setting and reflect on the process.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Group discussions are primarily led by one person. • Group discussions mostly include talking. 	<ul style="list-style-type: none"> • Group discussions have an equal participation among all group members. • Group discussions include active listening, active participation, asking questions, piggybacking off of other's ideas, disagreeing constructively, focused, support with evidence, encouraging others.

Concepts	Competencies	Vocabulary
Working Together to Make Sense Group Problem Solving Contributing to a Discussion	Make a participation diagram Be an outside observer to a group discussion Speech Related Topics:	Discussion, cooperative, competitive, panel, forum, round table, symposium, town hall meeting, cohesion, criteria, brainstorming, constructive/ disruptive conflict, moderator, question of fact/ interpretation/ evaluation, consensus,

	See page 177	groupthink, sequential, scenario, bombard, mediation, status quo, polarizing, apathetic, monopolize, paraphrase
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Assessments: Inner/ Outer Socratic Seminar: Join a group, find an article from New York Times that interests you, create questions on the article, and then lead a whole group discussion about your article.

Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.

Group students by shared interest, topic or ability for assignments.

Assess students' learning using formative assessment.

Manage the classroom to create a safe and supportive environment.

Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Use NY Times to find an article of your choice

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

New York Times: <http://www.nytimes.com/>

Created By:

Lynsey McKinley



Public Speaking
Grade 12 / Unit 5

Subject Public Speaking	Grade 12	Unit Researching & Organizing Presentation	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Researching & Organizing Presentation
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Unit Summary

In order to be a credible speaker, you must first accumulate all the information you need to present your speech. You need to evaluate sources carefully to make sure they are reliable and relevant to your topic. A reference librarian can answer your questions and guide you in your research efforts. The Internet can also be useful, provided you find reputable sites with trustworthy information. Books, periodicals, almanacs, atlases, biographies, and encyclopedias are also excellent sources of information.

Whenever you find a book that is applicable to your subject, you should look through the table of contents, which outlines the general plan of the book, and the index, which tells the exact page(s) on which you can find particular information. You should take notes in an organized way so that you can easily incorporate your notes into your speech. Regardless of your note-taking method, it is critical to avoid plagiarism, which is copying or imitating another person's language or ideas and presenting them as your own original work.

Organization is the logical grouping and ordering of "like" parts. Before giving a speech, you should be sure it is organized into three distinct parts: the introduction, the body, and the conclusion. The introduction is the beginning of the speech and should

contain an attention-getter, a link, a thesis statement, and a preview statement. The thesis statement is the most critical part because everything else in the speech revolves around it. The body of the speech is the part in which you prove your thesis or make your point. Outlining will prepare you to present your thoughts in order of importance. You should use main headings to remember major points, supporting material to reinforce the main headings, and details to further narrow the supporting material.

There are various types of organizational patterns you may use to organize the body of your speech. A chronological pattern puts things in a time sequence; a climactic pattern organizes information in ascending order of importance; a spatial pattern divides the topic on the basis of space relationships; a cause-effect pattern presents one area (the cause) that leads directly to another (the effect); and a problem-solution pattern presents a problem and then provides ideas about how the problem can be solved.

Unit Essential Questions

1. How is the Information Age impactful on your future?
2. How should I focus my research efforts, identify shortcuts to reduce time spent researching, and use library resources to find materials for my speech?
3. What is the difference between plagiarism and intellectual honesty?
4. How can I use effective strategies to organize and outline presentations?
5. How should I apply effective verbal strategies in presentations and in life?
6. How should I develop appropriate introductions and conclusions for their speeches that will give positive first and final impressions?
7. How should I develop a meaningful body for their speech that shows clarity and logical progression and use the various patters of organization for speeches?

Key Understandings

1. SWBAT discuss the major impact of the Information Age on their future.
2. SWBAT develop a plan that will help them focus their research efforts.
3. SWBAT identify four shortcuts that will reduce the time they spend researching.
4. SWBAT use the library resources to find material for their speeches.
5. SWBAT distinguish between plagiarism and intellectual honesty.
6. SWBAT use effective strategies to organize and to outline presentations.
7. SWBAT use and apply effective verbal strategies in presentations and in life.
8. SWBAT develop appropriate introductions and conclusions for their speeches that will give positive first and final impressions.
9. SWBAT develop a meaningful body for their speech that shows clarity and logical progression.
10. SWBAT identify and use the various patters of organization for speeches.

Focus Standards Addressed in the Unit

CC.1.4.11–12.V	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
CC.1.4.11–12.W	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.
CC.1.4.11–12.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Important Standards Addressed in the Unit

CC.1.5.11–12.C	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.
CC.1.5.11–12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Misconceptions

- The research process includes steps that don't help me write my final paper or give my final speech.

Proper Conceptions

- The steps should build upon one another and essentially write the paper for you: note cards, preliminary outline, working outline, final sentence outline, rough draft, final draft.
- Choose a topic, analyze your audience, create a thesis, determine how you will support your claims, organize notes on note cards, establish a timeline, start broad and end specific.

<p>Concepts Research Plan Using the Library Using What's Found Introduction Body Conclusion</p>	<p>Competencies Find articles that discuss plagiarism Devise a scavenger hunt in the reference section of the library Categorize and outline information Keep a running record of daily events Related Speech Topics: See page 203, 233</p>	<p>Vocabulary Audience analysis, interlibrary loan, database, online, card catalog, author/ title/ subject card, table of contents, index, plagiarism, paraphrasing, ghost writer, prerequisite, entrepreneur, alienate haven, nuclear family, microcosm, panacea, crooned, serendipity, compendium, ubiquitous, attribution, introduction, rhetorical questions, quotation, narrative, link, thesis statement, preview statement, body, outline, purpose statement, subordination, main heading, supporting materials, transition, chronological/ climactic/ spatial/ cause-effect/ problem-solution pattern, equilibrium, vested, gigantic, illustration, analogy, fiasco, jeopardy, enhanced, haphazardly, intensification, indented, inhibition</p>
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Assessments: Essay on plagiarism or censorship, outlines, note cards
 Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.
 Group students by shared interest, topic or ability for assignments.
 Assess students' learning using formative assessment.
 Manage the classroom to create a safe and supportive environment.
 Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Topics can be student choice

Additional Resources: The internet and “Speaking Across the Curriculum” booklet
View and discuss clips on organizing a speech: <http://study.com/academy/topic/organizing-the-speech.html>

Created By:
Lynsey McKinley



Public Speaking
Grade 12 / Unit 6

Subject Public Speaking	Grade 12	Unit Logic & Reasoning	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- **Logic & Reasoning**
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Logic & Reasoning
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Unit Summary

Evidence is anything that establishes a fact or gives us reasons to believe something. To be an effective speaker, you must give your audience reasons to believe what you are saying. By using reasoning and logic, supported by evidence, you will become a successful communicator. There are several types of reasoning, including inductive reasoning, reasoning by sign, reasoning by analogy, and deductive reasoning. Inductive reasoning moves from specific instances to a generalization. Reasoning by sign is a type of inductive reasoning that is based on physical evidence. Reasoning by analogy is another type of inductive reasoning that is based on similarities between a familiar object or event and an unfamiliar object or event. Deductive reasoning, unlike any type of inductive reasoning, moves from generalizations, or premises, to a specific instance.

In order to build a speech based on solid logic and reasoning, it is important to learn to recognize and avoid fallacies. Fallacies are errors in reasoning or mistaken beliefs. Some of the more common fallacies are hasty generalizations, false premises, circumstantial evidence, mistaken causality, playing with numbers, false analogy, ignoring the question, and begging the question. Regardless of what your audience wants to hear, present accurate information and stay true to your convictions.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> How can I distinguish among several different types of reasoning and recognize faulty or misleading types? How should I better adapt my use of logic to a specific audience and analyze logic to determine validity? 	<ol style="list-style-type: none"> SWBAT distinguish among several different types of reasoning and recognize faulty or misleading types? SWBAT better adapt their use of logic to a specific audience? SWBAT analyze their own logic to determine if their conclusions are valid.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Important Standards Addressed in the Unit

CC.1.4.11–12.B	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Misconceptions

- It is nearly impossible to detect fallacies.

Proper Conceptions

- There are seven ways to detect propaganda: name calling, glittering generalities, transfer, the testimonial, plain folks, card stacking, band wagon.
<http://mrgunnar.net/files/How%20To%20Detect%20Propaganda.pdf>

Concepts	Competencies	Vocabulary
Evaluating Ideas: Methods of Reasoning Fallacies Ethics of Audience Adaptation	Attend a public discussion, school board meeting, or current “hot” issue Construct arguments for two sides of topic Research use of logic and reasoning in TV or radio advertising Related Speech Topics: See page 253	Evidence, reasoning, logic, induction, case study, sign, analogy deduction, premise, syllogism, fallacy, hasty generalization, false premises, circumstantial evidence, causality, correlation, false analogy, avoiding the question, begging the question, integrate, systematic, internship, segregation, degraded, incorrigible, manipulate, distortion, rigorous, rebuffed, rife, expedient

Assessments: Research fallacies and have a group discussion on fallacies
 See website for examples: <http://commfaculty.fullerton.edu/rgass/fallacy3211.htm>
 Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.

Group students by shared interest, topic or ability for assignments.

Assess students' learning using formative assessment.

Manage the classroom to create a safe and supportive environment.

Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Discuss logical fallacies in the eight clips:

<https://lizabethranfeld.wordpress.com/2013/04/23/great-videos-for-teaching-logical-fallacies/>

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

Created By:

Lynsey McKinley



Public Speaking

Grade 12 / Unit 7

Subject Public Speaking	Grade 12	Unit Effective Language & Effective Delivery	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Effective Language & Effective Delivery
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Unit Summary

Using effective language when you speak means using carefully chosen words and phrases to communicate your ideas in a way that will make a good impression. Unlike the written word, which allows readers time to think about and digest what they are reading, the spoken word leaves listeners very little time to consider what they are hearing; they must "get it" the first time. Accuracy of language (using words that say exactly what you mean) and economy of language (carefully managing the quantity of words you use) are two qualities that will improve your use of spoken language.

Imagery makes your speech come alive by creating pictures in the minds of your audience. Comparison imagery illustrates similarities through picturesque language. The most common forms of comparison imagery are metaphor, simile, and allusion. Contrast imagery sets up opposition for effect, often as antithesis, oxymoron, and irony. Exaggeration imagery, when used in the appropriate setting, accentuates the spoken word in forms such as hyperbole, understatement, and personification. Repetition of sound is another clever device that can be added to speech as alliteration, assonance, and consonance. Always avoid jargon, sexist language, and shocking or obscene language.

Delivery does not refer to "what you say," but to "how you say it." No matter how well you have written and researched your

speech, it will not have much impact if you do not deliver it with purpose and conviction. There are several methods of delivery, including manuscript, memorized, extemporaneous, and impromptu. The extemporaneous method is usually preferred because it sounds most natural. Regardless of your delivery method, you must familiarize yourself with your instrument of delivery, which is your voice. Specific features of your voice, namely, rate, pitch, stress, volume, articulation, and pronunciation, are all important considerations.

An important component of effective delivery is body language. While you speak, you should move purposefully from one spot to another with a rhythmic flow that fits your words. You can also enhance your delivery by using gestures in a natural way.

Finally, your face is probably the most important nonverbal element in effective delivery of a speech. It is important to maintain eye contact with the people in your audience and use their reactions as feedback. Eye contact also inspires your audience to trust you and believe what you say. Effective delivery incorporates your voice, body, and face and gives life and significance to your words.

Unit Essential Questions

1. Why is it important to know how the spoken word differs from the written word?
2. Why is it important to know the value of language that creates word pictures?
3. Why is effective oral language important in professional and social settings?
4. How will I effectively use speech and language strategies in presentations?
5. How does musical language evolve through the use of sound devices?
6. How will I recognize and evaluate language effectiveness in speeches?
7. How do the components of delivery help determine the effectiveness of verbal and nonverbal communication?
8. How can the use of appropriate delivery techniques help to gain command of my information?

Key Understandings

1. SWBAT show how the spoken word differs from the written word.
 2. SWBAT know the value of language that creates word pictures.
 3. SWBAT explain why using effective oral language is important in professional and social settings.
 4. SWBAT use effective strategies in presentations.
 5. SWBAT understand the musical language created through the use of sound devices.
 6. SWBAT recognize language that can prevent effective communication.
 7. SWBAT evaluate language effectiveness of speeches.
 8. SWBAT explain the components of an effective delivery.
 9. SWBAT understand what delivery means and how it applies to oral communication.
 10. SWBAT identify types of nonverbal communication and their effects.
 11. SWBAT use appropriate delivery techniques to gain command of their information.
 12. SWBAT use effective verbal and nonverbal strategies in speech presentations.
 13. SWBAT evaluate the effectiveness of their own and others' presentations.
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Focus Standards Addressed in the Unit

CC.1.4.11–12.W	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.
CC.1.4.11–12.I	Distinguish the claim(s) from alternate or opposing claims; 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.
CC.1.5.11–12.C	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

Misconceptions

- Speeches bore the audience and people stop listening after a short period of time.
- Read off the note cards.
- Stance doesn’t matter.
- Stand in one position to avoid distractions.
- Maintain a monotone voice.

Proper Conceptions

- To avoid inattentiveness, follow NODS body language: neutral, open, defined, strong.
- Maintain strong eye contact.
- Stand firmly and confidently.
- Avoid closed gestures.
- Make appropriate movements: pointing at diagrams on visual.
- Use appropriate facial expressions.
- Fluctuate your vocal chords.

<p>Concepts The Spoken Word vs. Written Word Creating Word Pictures: Figures of Speech Making Music with Words: Sound Devices Language to Avoid Types of Delivery Using Your Voice Using Your Body Using Your Face</p>	<p>Competencies Find and analyze a speech in a book or periodical Interview someone who knows sign-language (clip) Form oxymorons and euphemisms Observe voices and movements working together Character analysis of nonverbal vs. verbal communication</p> <p>Related Speech Topics: See page 317</p>	<p>Vocabulary Concrete/ abstract word, denotation, connotation, imagery, metaphor, simile, allusion, antithesis, oxymoron, irony, hyperbole, understatement, euphemism, personification, repetition, alliteration, assonance, consonance, parallelism, jargon, slang, tangible, conscience, picturesque, crystalize, exaggerate, compression, pervasiveness, cadence, emancipation, demeaning, braille, delivery, manuscript/ memorized, extemporaneous/ impromptu method, vocalized pause, power source, vocal process, phonation, oral cavity, rate, pace, pitch, stress, monotone, inflection, volume, articulation, pronunciation, platform movement, proxemics, posture, regurgitation, methodically, syllable, alienate, superficial</p>
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Assessments: Search for pictures/ clips of good and bad examples of language and effective delivery to create a comparative organizer
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

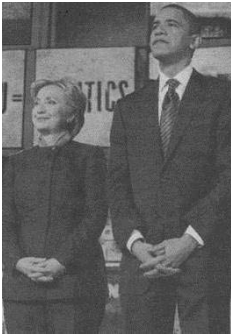
Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections:

Additional Resources: The internet and "Speaking Across the Curriculum" booklet



Strong and weak stance:



Closed gestures:

Created By:

Lynsey McKinley



Public Speaking
Grade 12 / Unit 8

Subject Public Speaking	Grade 12	Unit Informative Speech	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- **Informative Speech**
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Informative Speech
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Unit Summary

The purpose of an informative speech is usually to give instructions, provide facts, or clarify ideas. It is often challenging to give an informative speech in an interesting, engaging manner. Some types of informative speeches include the public lecture, the status report, the briefing, the fireside chat, and the chalk talk. There are six characteristics, or Cs, that will make any type of informative speech more effective. The speech must be clear, concise, complete, correct, and concrete, and it must connect with the audience's background and attitudes.

When deciding on a topic to present, you should review your personal experience, observe your surroundings, and survey your listeners' interests. Once you have decided on a topic, you should narrow it down in terms of time, space, and scope. A good way to start this narrowing process is to state your thesis and proceed to support it with facts, anecdotes, quotes, definitions, and descriptions. Another way to enhance your presentation is through the use of audio and visual aids such as photographs, graphic representations, videotapes, and sound recordings. You can also use special computer software to create a multimedia presentation. Always be prepared to deliver your speech without multimedia aids just in case there is a technical problem with the equipment.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How is knowing the types if informative speech beneficial? 2. How will I find a good subject for an informative speech, narrow that subject to a manageable topic, and compose a sharply focused thesis? 3. How will I develop interesting material for my speech using anecdotes, quotes, and definitions? 4. How will I integrate audio and visual aids into my speech? 5. How will I give a multimedia presentation using appropriate technology and proven strategies? 	<ol style="list-style-type: none"> 1. SWBAT identify the major types of informative speeches. 2. SWBAT find a good subject for an informative speech, narrow that subject to a manageable topic, and compose a sharply focused thesis. 3. SWBAT develop interesting material for their speech through the use of anecdotes, quotes, and definitions. 4. SWBAT integrate audio and visual aids into their speech. 5. SWBAT give a multimedia presentation using appropriate technology and proven strategies.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11-12.U	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Misconceptions

- Informative speeches are controversial.
- They should be wordy and overly extensive.

Proper Conceptions

- Informative speeches are factual and not geared towards attempting to change the audience's options.
- Speeches can inform based on descriptions, explanations, or instructions.
- They should create information hunger and be easy to understand.

Concepts	Competencies	Vocabulary
Speeches that Instruct, Inform, and	Attend a school or public meeting, city	Public lecture, status quo, briefing,

<p>Clarify Turning a Subject into a Speech Audio and Visual Aids Creating Multimedia Presentations</p>	<p>council, school board, or club meeting</p> <p>Practice giving directions</p> <p>Give a “How To” speech</p> <p>Related Speech Topics: See page 353</p>	<p>fireside chat, chalk talk, advance organizer, cultural literacy, narrowing, thesis, anecdote, quotation, definition, map, diagram, graph, PowerPoint, handout, model, cutaway, multimedia presentation, download, scanner, concise, concrete, distinction, ambiguous, intuition, demographics, trivia, senile, etymology, infographic, fever/ pie/ bar chart, spontaneity</p>
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Assessments: Give an informative speech, complete parts of the research process
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students’ learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students’ learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students’ needs.

Interdisciplinary Connections: Choose from a variety of topics: <http://www.myspeechclass.com/informativetopics2.html>

Additional Resources: The internet and “Speaking Across the Curriculum” booklet
Watch clip on how to give informative speeches: <http://study.com/academy/lesson/helping-your-audience-learn-during-informative-speeches-strategies-tips.html>

Created By:
Lynsey McKinley



Public Speaking
Grade 12 / Unit 9

Subject Public Speaking	Grade 12	Unit Persuasive Speech	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- **Persuasive Speech**
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Persuasive Speech
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Unit Summary

The purpose of a persuasive speech is to convince your listeners to believe as you do and to influence them to take some sort of action. In preparation, the first thing you must do is analyze your audience to determine how your listeners feel about you and your message. Most audiences can be classified into four categories: supportive (friendly), uncommitted (neutral), indifferent (apathetic), and opposed (hostile). Regardless of the type of audience you address, your main goal is to gain as many supporters as possible.

According to Aristotle, the persuasive powers of a speaker depend on his or her logical, emotional, and personal appeal. This is a combination of appealing to an audience's intellect, feelings, and ethics. If an audience regards you as a person of integrity, your audience will more likely trust you and believe what you say. Besides presenting yourself as honest, you also need to show your audience that you are a competent, or able, person who can get the job done. A persuasive speech is most effective when it appropriately combines the three types of appeals for its intended audience.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. Why is it important to recognize the specific features of the persuasive speech? 2. How will I apply what I've learned about effective persuasive speaking to both my dealings with others and my own life? 3. How will I analyze and adapt my persuasive approach to match the makeup of my audience? 4. How will I implement logical, emotional, and personal appeals? 	<ol style="list-style-type: none"> 1. SWBAT recognize the specific features of the persuasive speech? 2. SWBAT apply what they've learned about effective persuasive speaking to both their dealings with others and their own life. 3. SWBAT analyze the type of audience to whom they are speaking. 4. SWBAT adapt their persuasive approach to match the makeup of their audience. 5. SWBAT understand and implement logical, emotional, and personal appeals.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11-12.U	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Persuasion is manipulation. • One can persuade based on what he/she believes needs to occur. • One can persuade based on thoughts without much preparation. 	<ul style="list-style-type: none"> • Use ethos, pathos, or logos to subconsciously prompt the audience to take action. • Persuasion requires the ability to set intentions. • Create equilateral understanding. • Set the mood to positive. • Mirror the person you're trying to persuade. • Appeal to wants over needs. • Give convincing evidence with a twist. • Be the expert. • Be honest and trustworthy. • Build a relationship.

- Build reciprocity.

<p>Concepts Persuasive Speaking Analyzing Audiences Appealing to Audiences</p>	<p>Competencies Find and analyze a debatable topic Interview someone in sales Analyze appeals used in commercials</p> <p>Related Speech Topics: See page 379</p>	<p>Vocabulary Persuasive speaking, supportive audience, uncommitted/ committed/ captive/ opposed audience, unbiased, compromise, disclaimer, logos, pathos, ethos, proof, goodwill, integrity, reputation, sincerity, competency, credentials, composure, temperament, cognizant, burgeoning, analytical, palatable, assert, instinctively</p>
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Assessments: Give a sales pitch or another persuasive speech. 664 topics can be found at <http://www.myspeechclass.com/persuasivetopics2.html>
 Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students' learning styles.
 Group students by shared interest, topic or ability for assignments.
 Assess students' learning using formative assessment.
 Manage the classroom to create a safe and supportive environment.
 Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Most of the persuasive speech topics are interdisciplinary: <http://persuasivespeechideas.org/100-good-persuasive-speech-topics/>

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

Created By:
 Lynsey McKinley



Public Speaking
Grade 12 / Unit 10

Subject Public Speaking	Grade 12	Unit Extemporaneous & Impromptu Speech	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- **Extemporaneous & Impromptu Speech**
- Oral Interpretation
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Extemporaneous & Impromptu Speech
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Unit Summary

An impromptu speech is generally presented with little or no preparation. Speaking with minimal preparation is sometimes referred to as "talking-off-the-cuff." An extemporaneous speech, on the other hand, is carefully prepared and practiced in advance and usually delivered with the aid of notes or an outline. When speaking extemporaneously, it is important to use a conversational tone so that you don't sound over-rehearsed and unnatural. You can practice extemporaneous speaking by participating in competitions in which you research and prepare a speech that is to last for a set amount of time.

Simplicity is the key to successful impromptu speeches. Although it can be difficult to "think on your feet" unexpectedly, if you select appropriate supporting materials from your memory and organize them in an easy-to-follow pattern, you will be able to speak confidently. You should state the main idea of your presentation, support your main idea with appropriate reasons, examples, etc., and conclude with a summary and a restatement of your main idea. The worst mistake you can make is to panic.

Unit Essential Questions <ol style="list-style-type: none"> Why is it important to know the differences between extemporaneous and impromptu speeches? How will I give extemporaneous and impromptu speeches? 	Key Understandings <ol style="list-style-type: none"> SWBAT define and describe the differences between both extemporaneous and impromptu speaking. SWBAT deliver both extemporaneous and impromptu speeches.
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Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Misconceptions <ul style="list-style-type: none"> Impromptu speeches are meant to stump students and be geared towards professional speakers. 	Proper Conceptions <ul style="list-style-type: none"> Most speech in a daily life is impromptu. When given the topic, one must discuss it immediately. Practice making quick speech outlines in your head is helpful.
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Concepts Extemporaneous Speaking Impromptu Speaking	Competencies Watch headline news of CNN Analyze a current event Related Speech Topics: See page 399	Vocabulary Impromptu, extemporaneous, conversational quality, foreshadowing, justification, compelling insight, topic specific, label, analysis, zinger, faltering, fiasco, prescriptive, emulated, qualm, erudite, insinuated
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Assessments: Give an impromptu speech: Visit the website for a list of 50 impromptu speeches: <http://www.write-out-loud.com/impromptu-public-speaking-topics.html>
 Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Give speeches on almost any topic: Visit <http://www.best-speech-topics.com/good-impromptu-speech-topics.html> for more examples.

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

Created By:
Lynsey McKinley



Public Speaking
Grade 12 / Unit 11

Subject Public Speaking	Grade 12	Unit Oral Interpretation	Suggested Timeline 1 week
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- **Oral Interpretation**
- Speeches for Special Occasions
- Supporting Your Views & Debate

Unit Title	Oral Interpretation
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Unit Summary

Oral interpretation is the art of communicating works of literature by reading aloud well. It is one of the oldest of human social activities. Recently, storytelling has experienced a rebirth in the United States. When selecting material to read aloud, it is important to consider the quality of the literature, the occasion, and the desires of your audience. Once you have chosen a selection, you must analyze the meaning and feeling of the work and adapt your interpretation to the requirements of the form. In interpreting a work of prose, you must analyze the form of the narration to determine the point of view. When you interpret poetry, you should pay attention to the meter, rhythm, rhyme, and imagery. As an interpreter of drama, you need to help your listeners create a mental image of the characters you are suggesting.

When presenting your material, start with an introduction to establish the mood and help the audience understand the selection. If necessary, cut the material to fit it into the time allowed and to achieve the overall effect you desire. Effective presentation requires mastery of delivery skills such as eye contact, character placement, characterization, word color, and showmanship.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What is oral interpretation and how will I analyze the meaning and feeling of a selection? 2. How will I deliver a selection more effectively? 	<p>Key Understandings</p> <ol style="list-style-type: none"> 1. SWBAT define oral interpretation. 2. SWBAT choose materials to use for reading and analyze the meaning and feeling of a selection. 3. SWBAT practice the delivery of a selection and reflect upon it.
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Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11–12.U	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Misconceptions

- The focus is on the verbiage.
- I have to be an actor/ actress to do this well.

Proper Conceptions

- The focus is on the performance (make it come alive) and variety of texts.
- It should enhance the performers’ and audiences’ appreciation of literature.

<p>Concepts Oral Interpretation Choosing Materials Interpreting Materials Presenting Materials</p>	<p>Competencies Read to a child at an elementary school and ask them to critique your effort</p> <p>Record yourself reading a brief poem and evaluate your interpretation</p> <p>Analyze the news anchor</p> <p>Related Speech Topics: See page 427</p>	<p>Vocabulary Oral interpretations, rhapsodes, anthology, theme, mood, persona, first/ second/ third person, dramatic/ interior monologue, omniscient, meter, rhythm, rhyme, auditory, scene setting, offstage focus, aural, enhanced, mimic, minstrel, recitation, spellbound, paraphernalia, compelling, tedium, apoplectic, introspective, nectar, motif</p>
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Assessments: Poetry, poetry slam, prose
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness
-

Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Watch Ted Talk on oral interpretation: <http://www.speechanddebate.org/programoralinterpretation>

Watch videos from Poetry Out Loud: <http://www.poetryoutloud.org/poems-and-performance/watch-video>

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

Created By:

Lynsey McKinley



Public Speaking
Grade 12 / Unit 12

Subject Public Speaking	Grade 12	Unit Speeches for Special Occasions	Suggested Timeline 2 weeks
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- **Speeches for Special Occasions**
- Supporting Your Views & Debate

Unit Title	Speeches for Special Occasions
Unit Summary	
<p>Special occasion speeches are part of our everyday lives. They are special because they focus on particular situations, such as an address at a school assembly, a testimonial speech at an awards banquet, or a eulogy at a funeral. One type of special occasion speech is the courtesy speech. Typical courtesy speeches include introduction, presentation, acceptance, and after-dinner speeches. When introducing someone, it is important to refer to the occasion, name the speaker, build enthusiasm, share information, explain why the speaker is there, and welcome the speaker to the microphone or the podium.</p> <p>A second type of special occasion speech is the ceremonial speech. The most common types of ceremonial speeches are commencement addresses and commemorative speeches (testimonials and eulogies). A commencement address should acknowledge the importance of the ceremony and honor the graduates. Commemorative speeches recall heroic events and pay tribute to individuals.</p> <p>A third type of special occasion speech is the contest speech. Some of the popular contest events include original oratory, in which contestants choose their own persuasive speech topics; extemporaneous speaking, in which each speaker picks one of three current</p>	

event topic choices and prepares a speech in 30 minutes; and dramatic and humorous interpretation, in which each speaker memorizes and performs a work of literature.

Unit Essential Questions

1. What are the different special occasion speeches and how are they different?
2. Why speeches are more popular than others and what are the characteristics of those kinds of speeches?
3. How will I correctly and more effectively give a speech for a special occasion?

Key Understandings

1. SWBAT define the specific purposes of several special occasion speeches.
2. SWBAT discuss the characteristics of each special occasion speech.
3. SWBAT describe some of the more popular contest speeches.
4. SWBAT give at least one special occasion speech to the class.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Misconceptions

- The speeches should be vague and open-ended.
- Make limitless, embarrassing jokes

Proper Conceptions

- These speeches have a specific purpose which should be clearly conveyed to the audience.
- Keep it short.
- Finesse the obvious.
- Be relentlessly positive.
- Use a quote.
- Progress from general to specific.
- Make a speaker/ intro connection.
- Talk symbolically.

- Show modesty.
- Talk about the cause.

<p>Concepts Courtesy Speeches Ceremonial Speeches Contest Speeches</p>	<p>Competencies Watch/ analyze clips of different kinds of special occasion speeches</p> <p>Related Speech Topics: See page 451</p>	<p>Vocabulary Speech of presentation/ acceptance/ after-dinner, commencement address, commemorative/ testimonial speech, eulogy, original oratory, dramatic/ humorous interpretation, reiterate, eloquent, transformation, miffed, procession, hoke, dignitary, converse, evoking, suffice, combustion, refrain</p>
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Assessments: Speech options:

Courtesy speeches: welcome, response, acceptance of an award (scholarship, athletic, talent, academic)
 Ceremonial speeches: wedding, commencement, anniversary, job promotion, retirement, eulogy, after-dinner
 Contest speeches: poetry, rap, essay
 Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation: Design lessons based on students’ learning styles.
 Group students by shared interest, topic or ability for assignments.
 Assess students’ learning using formative assessment.
 Manage the classroom to create a safe and supportive environment.
 Continually assess and adjust lesson content to meet students’ needs.

Interdisciplinary Connections: Visit Top 100 Speeches of the 20th Century Rank: <http://www.americanrhetoric.com/top100speechesall.html>

Additional Resources: The internet and “Speaking Across the Curriculum” booklet

Created By:
 Lynsey McKinley



Public Speaking
Grade 12 / Unit 13

Subject Public Speaking	Grade 12	Unit Supporting Your Views & Debate	Suggested Timeline 2 weeks
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Grade Level Summary

This speech elective is geared towards college-bound seniors. It is designed to give students the opportunities to communicate with poise, develop personal interests, master speaking and listening skills, and think critically. Students will have opportunities to learn fundamentals of oral presentation, to take notes based on observation, to increase their vocabularies through word study and oral presentations as it relates to speech, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, and to meet some of the challenges of performing through mass media. Connections can and will be made between speaking and writing which include introducing a topic, maintaining logical progression, formulating an outline, and concluding the speech.

Grade Level Units

- Building Responsibility & Confidence
- Listening, Non-verbal Communication, and Interpersonal Communication
- Interviewing
- Group Discussion
- Researching & Organizing Presentation
- Logic & Reasoning
- Effective Language & Effective Delivery
- Informative Speech
- Persuasive Speech
- Extemporaneous & Impromptu Speech
- Oral Interpretation
- Speeches for Special Occasions
- **Supporting Your Views & Debate**

Unit Title	Supporting Your Views & Debate
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Unit Summary

Since you will not always agree with everyone in your life, it is important to learn techniques of negotiation and debate. Negotiation is a cooperative relationship in which both sides want to reach an agreement. When negotiating, you should always be positive, use three-part messages, be prepared, and tell the truth. Five common strategies of negotiation are avoidance, accommodation, competition, compromise, and collaboration.

Debate is an important method of solving problems in a democracy. Debate conducted without specific rules is informal debate. Some different types of informal debate include personal debate (a silent debate in your head), disagreements and arguments (arguing with a sibling), group discussion (making group decisions), and in organizations and meetings (debating ideas for a fundraiser). By participating in various debates, you improve your analytical skills and become more effective in your career, in helping others, as a voter, and as a citizen.

In order to debate successfully, you must present your issue in its proper form. You must state a proposition that clearly explains the point to be debated. When preparing and arguing your case, you must work hard, anticipate your opponent's arguments, build a sound case, listen closely to your opponent, take notes, and speak clearly and logically.

Unit Essential Questions

1. How should one use the five common strategies for resolving conflicts?
2. How will I demonstrate the four techniques for negotiation?
3. How are knowing techniques, examples, and terms of debates beneficial?
4. How will I participate in an informal debate and use the skills that I have learned to my advantage?

Key Understandings

1. SWBAT list the five common strategies for resolving conflicts.
2. SWBAT practice the four techniques for negotiation.
3. SWBAT give examples of the ways in which people participate in informal debate.
4. SWBAT define basic debate terms.
5. SWBAT prepare for and participate in an informal debate.

Focus Standards Addressed in the Unit

CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11-12.U	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Misconceptions

- Debating= arguing
- Pausing= loss
- Debates= unwinnable

Proper Conceptions

- Debate= organized and structured
 - Take your time and plan thoughts
 - Sway your audience to your side
-

Concepts

The Art of Negotiation
Informal Debate
The Advantages of Debate
Debate Terminology
The Debate Process

Competencies

Find articles, books, etc. relevant to debate topic

Compare/ contrast Lincoln- Douglas debate

Related Speech Topics:

See page 507

Vocabulary

Negotiation, debate, I message, avoidance, accommodation, competition, compromise, collaboration, integrity, informal debate, proposition, resolution, affirmative, negative, status quo, burden of proof, argument, case, brief, constructive, refute, rebuttal, format, flowsheet, barter, alienate, equitable, innuendo, intimidation, vouchers, deficit

Assessments: Watch and analyze part of the presidential debate, participate in a debate and use learned skills
Add artifact to portfolio

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness
-

Differentiation: Design lessons based on students' learning styles.
Group students by shared interest, topic or ability for assignments.
Assess students' learning using formative assessment.
Manage the classroom to create a safe and supportive environment.
Continually assess and adjust lesson content to meet students' needs.

Interdisciplinary Connections: Debate about personally passionate topics: news, movies, family norms, politics
Visit website for a list of 100 interdisciplinary debatable topics: http://idebate.org/view/top_100_debates

Additional Resources: The internet and "Speaking Across the Curriculum" booklet

Presidential Debate: <http://video.foxnews.com/v/4406746003001/watch-a-replay-of-fox-news-prime-time-presidential-debate/?#sp=show-clips>

Created By:

Lynsey McKinley
