

Course: *Public Speaking*

Unit 1: Demonstration, Informational, Persuasive Speeches

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - **SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
 - **B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.**
 - **C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**
 - **D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**
 - **SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**
 - **SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their knowledge of rhetorical strategies, syntax, and diction to effectively use oration to demonstrate, inform, or persuade.

As aligned with LRHSD Long Term Learning Goal(s)

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that . . .

EU 1

there are many ways to effectively reach/connect with an audience (SL.11-12.6)

EU 2

the way to deliver a message is multi-faceted and unique to each speaker, speech type, and situation. (SL.11-12.6)

EU 3

becoming a good public speaker takes time, practice, and a willingness to fail. (SL.11-12.6)

EU 4

Essential Questions

EU 1

- How can a person develop the qualities a powerful speaker needs? (L.11-12.3)
- How does a good speaker convey meaning effectively to an audience? (SL.11-12.6)
- What's more important in a speech, the content or the delivery? (SL.11-12.6)
- How can a speaker effectively use body language? (SL.11-12.6)

EU 2

- How does a speaker discover the appropriate elements of delivery to use in any given speech? (SL.11-12.6)
- How does a speaker discover his/her strengths in the realm of vocal variety? (SL.11-12.6)

EU 3

the audience's needs, background, and environment are contributing elements to the effectiveness of a speech. (SL.11-12.6)

- How does a speaker move outside his/her comfort zone while becoming a genuine and effective speaker? (W.11-12.3)
- What methods must a speaker incorporate in his/her practice in order to become more effective as a speaker?(W.11-12.3)
- What is to be gained once a speaker is willing to fail? (SL.11-12.1)
- What elements must a speech writer consider when penning a manuscripted speech? (W.11-12.3)
- How does a speaker minimize/eliminate/improve upon his/her weaknesses? (L.11-12.3)

EU 4

- How does a speaker become aware of their audience's needs and background? How do they find the right "match" with the audience? (SL.11-12.2)
- What does an audience need in order to connect with a speaker? (SL.11-12.2)
- What can keep an audience FROM connecting with a speaker? (SL.11-12.2)
- How much control does a speaker have over the speaker/audience/material connection? (SL.11-12.2)

Knowledge

Students will know . . .

EU 1

- the types of connections speakers use to reach an audience. (humor, empathy, sympathy, imagery, wonder, anger). (SL.11-12.6)
- the dynamics of a good speech vs. the dynamics of a poor speech. (L.11-12.3)

Skills

Students will be able to . . .

EU 1

- analyze a situation to pick the best type of connection to use to reach/connect with the audience. (SL.11-12.1)
- evaluate the effectiveness or ineffectiveness of memorable performances. (SL.11-12.1)
- analyze the dynamics of a good speech vs. a bad one.(SL.11-12.1)

- what effective delivery and effective content are. (L.11-12.3)

EU 2

- terms associated with delivery. (Tone, pitch, inflection, projection, rate/speed) (SL.11-12.1)
- proper body language as it relates to the delivery topic. (Poise, eye contact, posture, movement) (SL.11-12.6)
- different types of delivery that exist. (deadpan, comedic, dramatic, inspirational, romantic, stern, or a mixture thereof) (SL.11-12.6)
- the importance of deconstructing significant vs. insignificant elements of a piece to be orally interpreted (SL.11-12.1)

EU 3

- methods to help improve one's speaking ability. (vocal variety exercises, breathing exercises, physical/movement exercises, practice on how to interpret a text) (L.11-12.3)
- that they need to embrace the idea that every failure breaks down communication apprehension/anxiety/nervousness. (L.11-12.3)
- the process of writing, outlining, and revising a manuscripted speech. (W11-12.3)

EU 4

- examples of alternative audience types connected with specific events. (SL.11-12.6)
- appropriate choice of message and purpose as it relates to the audience. (SL.11-12.6)

EU 2

- use vocal variety to effectively achieve the purpose of the speech. (SL.11-12.6)
- use appropriate body language to enhance the purpose of the speech. (SL.11-12.6)

EU 3

- recognize that writing is a process requiring multiple drafts and revisions (W11-12.3)
- create an outline prior to performance. (W11-12.3)
- evaluate and critique a written manuscript prior to performing. (W11-12.3)
- effectively rehearse and self/peer critiques. (W11-12.3)

EU 4

- effectively evaluate who their audience is. (SL.11-12.6)
- successfully interpret audience feedback and adapt appropriately. (SL.11-12.6)

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Stage Two - Assessment

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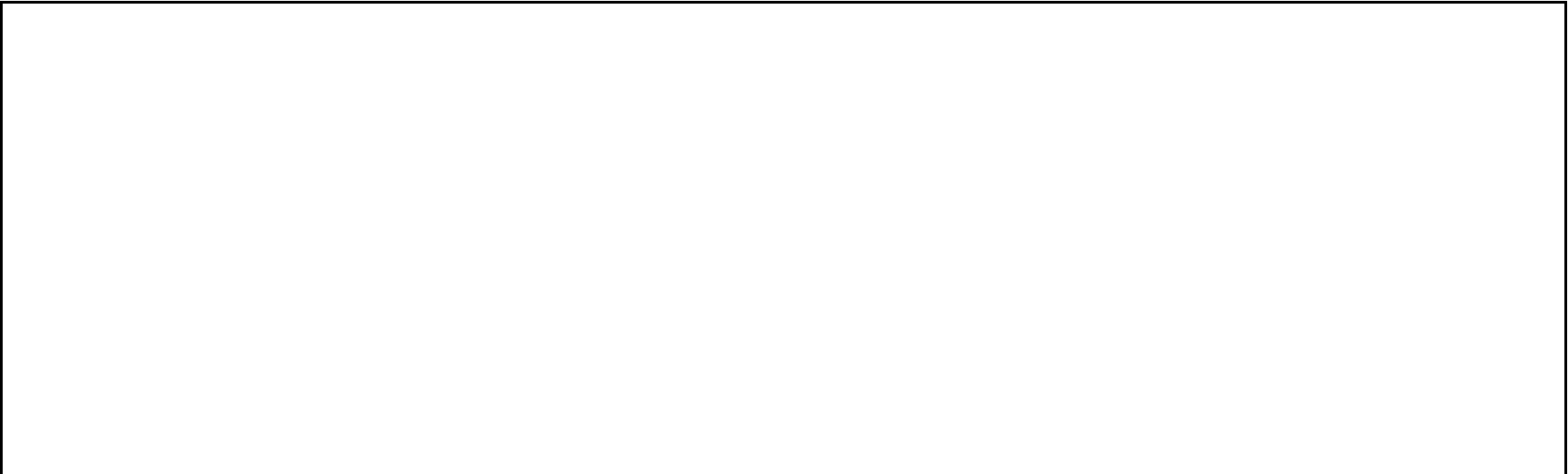
Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Introduction Speeches: Students will construct and deliver a short speech introducing themselves to the class. Tip: encourage students to reveal important information about who they really are rather than basic facts that could be found in a Google search. (A, EU 1,2&3)
- Purpose Statements: Students will construct a statement identifying the goal, topic, and method to be used in planning a possible speech. (A&M, EU 1-4)
- **Class Critiques: Students will engage in thoughtful and constructive criticism pointing out both strengths and weaknesses of their peers' drafts and formal speeches.** (A&M, EU 1-4)
- Crutch Word Removal: Have students pick an object they have on them and talk about it for 2 minutes. During that time have the rest of the class listen for any filler "likes, ums, you_knows" and buzz the student each time it happens. The goal being to remove those words from their speech. (A, EU 2&3)
- Impromptu Speeches: Students fill a bag with broad topics (cars, dreams, fear, etc). Each student will get an opportunity to pick 3 topics from the bag. Then the student will decide which one of those topics they would like to

prepare a speech for. The student will be given 3 minutes to prepare and can take notes on the notecard if they wish.

- Tips:
 - “Hijack the topic”...the topic is broad, so the speaker should make it specific!
 - Incorporate storytelling
 - Craft a creative intro, body, and conclusion (avoid “the topic I picked is...”) (M EU 1-4)
- Demonstration Speech: Students must construct and deliver a speech about a process while demonstrating how to effectively do what they are explaining. For example: how to jump start a car, how to bake cookies, how to tie a tie. (T, EU 1-4)
- Informative Speech: Students must construct and deliver a speech meant to educate the audience about a given topic. Tip: Encourage students to pick something they have a unique passion for and understanding of. (T, EU 1-4)
- Persuasive Speech: Students must construct and deliver a speech designed to convince their audience to change the way they act or think. (T, EU 1-4)
- Improv Games: (A, M, &T, EU1-4)
 - Word Sneak (see Jimmy Fallon)
 - Alphabet Game: Conversation in which each exchange begins with the next letter of the alphabet. Tip: Set this up with a scenario to guide their conversation.
 - Questions Only: Live conversation in which participants can only respond with questions.
 - Pass the Conversation: Each time the teacher buzzes, a new student jumps into an existing conversation and attempts to keep it going.
 - Sales Pitch for an Object They Have on Them
 - Unknown Powerpoint: Have students create a skeletal PowerPoint that another group needs to use to give an impromptu presentation
 - Small group and whole class critiques of successive drafts of students’ speeches
 - Direct instruction defining terms such as tone, pitch, inflection, projection, rate/speed



Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Persuasive Speeches	10-20
2	Informative Speeches	10-20
3	Demonstration Speeches	10-20
4	Improvised Speeches	10-20

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

[Improv Speeches](#)

Examples and Tips on how to deliver a successful improvised speech

[How to Prepare for an Improv Speech with examples](#)

[Ted.com](#)

Vast collection of speeches with varying purposes, techniques, and styles.

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.