

**PUBLIC SPEAKING  
GRADES 9-12**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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### **Course Overview**

This course will enable all interested students to enhance their oral and written communication skills. By learning the techniques of effective speaking in general and applying these skills and techniques to various types of speeches, panel discussions, debates, oral readings, and performances utilizing advanced technologies, students will develop confidence and self-assurance. Homework will consist of preparing speech activities for performance in-class.

**Course Instructional Time: 87 minutes 5 days per week for one semester**

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **CRP4. Communicate clearly and effectively and with reason.**

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

#### **CRP7. Employ valid and reliable research strategies.**

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

#### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

## **Technology Integration**

### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Social Studies Integration** - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 9-10 - History, Social Studies, Science and Technical Subjects

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

## **Unit 1: Elements of Communication (Pacing – 10 Days)**

### **Why Is This Unit Important?**

This unit will allow students to explore the elements of communication, the various types of speech communication, the benefits of speech communication, the attributes needed to be an effective speech communicator, the process of useful communication and the characteristics that an effective listener possesses which enables him or her to be an efficient public speaker. The big ideas presented throughout this unit are:

- Communicating effectively is a life skill that can be used in a variety of social settings and is beneficial on a number of levels.
- When one speaks, he or she must consider purpose, audience and situation in order to adjust his or her supporting facts, voice and tone.
- It is essential to utilize Standard English when presenting a speech in an academic setting.

### **Enduring Understandings:**

- Communicating effectively is a life skill that can be used in a variety of social settings and is beneficial on a number of levels.
- Speaking is a method of communication that supersedes age, gender, race, or personal beliefs.
- Situational factors will have an influence on a speaker's or writer's use of tone, style and technique, especially in public speaking settings.
- Exercising sound reasoning and understanding when speaking can be applied in many different environments.
- Public communication is a type of interpersonal communication that will be used often in numerous social settings.
- Listening is an active process requiring a specific set of skills.

### **Essential Questions:**

- What are the benefits of positive speech communication?
- Why is it important to consider the audience and the purpose when creating a speech?
- Why are diction, varying sentence structure and particular verb usage imperative to the overall communication process?
- What is Standard English? Why is it important to use Standard English in academic writing and speaking?
- What makes an effective speech communicator?
- Why study speech communication?
- What careers would utilize these types of public speaking techniques?
- What qualities does an active listener possess?

**Acquired Knowledge:**

- Effective communication is an essential life skill; the need to communicate effectively when speaking extends well beyond high school and into the world of work.
- For a speaker to communicate effectively, he or she must clearly establish a purpose for the speech, adopt a specific tone appropriate for the situation and create a personal voice appropriate for a particular audience.
- The purpose of a speech must be carefully and powerfully supported with the most relevant, informative and persuasive (if applicable) information.
- Different methods of speech communication allow one to communicate in a variety of social settings.
- It is imperative that a speaker choose his or her words carefully; diction is imperative for a speech.
- One must eliminate the verbosity that can be found in a speech that causes an audience to become disinterested.
- Using Standard English in all academic speaking opportunities is essential.
- In order to actively listen, distractions must be minimized, one must remain open-minded to the topic at hand and one needs to refocus when he or she begins to daydream.

**Acquired Skills:**

- Discuss a variety of topics in front of an audience (some impromptu, some planned) in order to enhance one's ability to speak publicly in multiple social settings.
- Utilize forms of interpersonal communication including but not limited to one-to-one communication, group discussion and mass communication.
- Draft, revise and edit a personal speech.
- Correct errors in grammar, usage and mechanics and provide feedback to a classmate while peer editing his/her personal speech utilizing a grading rubric as a guide.
- Research a variety of perspectives that connect to assigned or self-selected topics in order to deliver a speech that is based on sound reasoning.
- Incorporate the appropriate tone and mood when writing and/or presenting to a particular audience.
- Utilize the rules of Standard English when writing or speaking in an academic setting.
- Create a PowerPoint presentation to provide visual support to a speech .
- Apply active listening skills by completing a peer feedback sheet when classmates present, providing specific commendations and suggestions based upon the information presented and the style of the presentation.

## **Assessments:**

### Formative:

- Utilize a prewriting tool such as an outline or other graphic organizer to prepare for the personal speech.
- Read, analyze and critique personal speeches written by others to evaluate the effectiveness of word/phrase/sentence choice.
- Discuss and determine the kind of speech communication methods used by a variety of speakers.
- Create a questionnaire to be distributed to and completed by classmates that focuses on their performance in order to self-assess and improve for next time.

### Summative:

- Tests or quizzes including written responses to open-ended questions.

### Benchmark:

- Create effective PowerPoint presentation slides, evaluating not only content and delivery but also the use of the visual as a guide and not a crutch.

## **Instructional Materials:**

### Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Unit 1 – Communication Basics
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988), Unit 1 – Elements of Communication:
  - Chapter 1 – How Communication Affects Your Life
  - Chapter 2 – The Process of Communication
  - Chapter 3 – Listening

### Supplemental:

- Audio or video of exemplary speeches (i.e., Dr. King's *I Have a Dream* speech), many of which are available online
- Exemplary PowerPoint presentation provided as a model



**Interdisciplinary Connections:**

- Speech topics can be connected to historical, scientific, or technological information.
- To prepare for the speech, students will be required to read and research in order to obtain support for their arguments; such informational reading is also a skill needed in all content areas (i.e., utilizing reference materials, using text features to locate information, etc.).

**Technology Connections:**

- Audio of Dr. King's *I Have a Dream* speech available online at <http://www.mlkonline.net/sounds.html>
- Video of Dr. King's speech is available in the media center
- 7500 Speech Topics at <http://www.speech-topics-help.com/>

**Suggested Learning Experiences: and Activities:**

- Utilizing graphic organizers will help students to organize their thoughts as they prepare for a presentation. Utilizing organizers is a best practice documented to support struggling readers.
- Group activities or opportunities for pair-share learning will again support both struggling and gifted learners.
- Differentiating research topics, which can be assigned by the teacher or selected by the student based upon the assignment, is another way to meet the diverse needs of students in an elective course.
- Students who struggle with public speaking or who have a fear of speaking can be provided an opportunity to present to an individual or small group before presenting to the whole class. Such scaffolding provides practice opportunities for the student, where he or she can build confidence.

## **Applicable New Jersey Student Learning Standards for English Language Arts:**

### Writing Standards:

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.8. 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. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. 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 tasks, purposes.

### Speaking and Listening 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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

## **Unit 2: Interpersonal and Group Communication (Pacing – 8 Days)**

### **Why Is This Unit Important?**

This unit will allow students to examine the elements of interpersonal and group communication through the verbal and nonverbal aspects of conversation. Class discussion will require students to consider the different approaches one might take when speaking in a one-on-one setting versus communicating in a group setting; the implications that texting has for interpersonal and group dynamics will be discussed as well. Throughout this unit of study, students will discuss the nature of group discussion and will analyze factors affecting a group's dynamic. Students will be taught how to handle conflicts in a group and to analyze the outcomes of a group decision. Each student will be required to participate in an interview to practice interpersonal communication and to participate in several group discussions to utilize skills for effectively communicating in a group. The big ideas embedded throughout this unit include:

- Both verbal and nonverbal cues are used when communicating.
- The skill set required to effectively communicate in a one-on-one setting (i.e., interview) is different than the skill set required to effectively communicate in a group.
- A strong group leader is one who can begin a conversation, lead the discussion while providing opportunity for active involvement by all group members, conclude the discussion (even if no resolution is achieved) and manage conflict.
- Technological advancements (i.e., texting, 'IMing') have had an undeniable impact on interpersonal and group communication.

### **Enduring Understandings:**

- Effective conversation demands accuracy, courtesy and a genuine interest in a range of topics.
- Most forms of communication rely heavily on nonverbal channels.
- Group communication is an essential skill to possess and is one of the most widely used forms of interpersonal communication in society.
- Group size, physical environment, seating arrangement and time of day all affect group discussion.
- Leadership affects a group's overall personality; leadership activities include introducing group members, encouraging full participation, suppressing arguments, keeping the discussion on track, clarifying ideas, watching time limits, summarizing the discussion and eliciting opinions.
- Managing conflict in group settings is an element that leads to greater productivity of a group.

**Essential Questions:**

- What are the aspects of verbal and nonverbal of conversation?
- How do interpersonal and group communication methods affect a person taking part in an interview?
- What are factors that affect group discussion?
- What elements are factored into leading a group discussion?
- How can interpersonal and group communication methods allow a person to handle conflicts in groups?

**Acquired Knowledge:**

- Verbal messages are important, but nonverbal messages send just as much information.
- Recognizing audience is important when communicating; during any conversation or communication, it is important to recognize that there is a message sent and a message received. The ultimate goal is to align those two messages so what is intended is what is heard.
- There are several factors that could affect group discussion including the size of the group, cliques within a group, personal goals of group members, the physical environment in which the group meets, the seating arrangement during meetings and the time allotted for discussion.
- To resolve a conflict that arises in a group, it is imperative that group members identify the concerns (valid or invalid) of the opposition, explain the warrants of their positions, respect opponents' interests, work together toward a reasonable solution and maintain dialogue.
- At times, group discussion will become unproductive, so groups can decide to collaboratively brainstorm or independently list possible solutions for later discussion (the nominal technique).
- Serving as a group leader requires a set of skills that includes beginning the discussion, regulating communication, concluding the discussion and managing conflict.

**Acquired Skills:**

- Evaluate the effectiveness of one's conversation style by participating in multiple 'fish bowl' activities.
- Edit another group's round table, symposium, or panel speech to make corrections and improve the grammar, usage, mechanics and overall Standard English with the help of a grading rubric during the 'fish bowl' activity.
- Identify both verbal and nonverbal aspects of communication during a conversation and group discussion.
- Utilize group discussion techniques as a form of interpersonal communication and as an aid in decision-making.
- Research a variety of perspectives that connect to the topics in order to deliver a group speech that is based on sound reasoning.

- Identify the factors of group discussion during the delivery of the group speeches.
- Explain and provide examples of the important role of a group facilitator during group communication.
- Incorporate the elements needed to lead a group discussion by serving as a group facilitator.
- Listen to each side of the conflict, express his or her interests in the conflict, attack the problem and not the people, use and be open to reason and talk the conflict through to the resolution.

### **Assessments:**

Formative:

- Utilize a prewriting tool such as an outline or other graphic organizer to prepare for the group speech.
- Identify and discuss the speech communication and group communication methods that were used by speakers.
- Read, analyze and critique other group speeches and identify words, sentences, or phrases that were effective in the delivery.
- Create a questionnaire to evaluate the performance of a classmate to help him or her improve his/her written speech or performance in the future.

Summative:

- Tests or quizzes including written responses to open-ended questions.

### **Instructional Materials:**

Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Unit 2 – Interpersonal Communication
  - Unit 3 – Group Communication
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988) Unit 2 – Interpersonal and Group Communication:
  - Chapter 4 – One-on-One Communication
  - Chapter 5 – Group Discussion

### **Interdisciplinary Connections:**

- Speech topics can be connected to historical, scientific or technological information.
- To prepare for the speech, students will be required to read and research in order to obtain support for their arguments; such informational reading is also a skill needed in all content areas (i.e., utilizing reference materials, using text features to locate information, etc.).

## Technology Connections:

- Interesting activities to develop interpersonal and group communication skills:
  - Survival Scenario Exercises to Strengthen Group Dynamics at <http://wilderdom.com/games/descriptions/SurvivalScenarios.html>
  - Practice Interviews by College Board at <http://www.collegeboard.com/student/apply/the-application/138.html>
  - Lesson Plan for Completing an Application and Preparing for an Interview at <http://www2.scholastic.com/browse/lessonplan.jsp?id=177>

## Suggested Learning Experiences and Activities:

- Utilizing graphic organizers will help students to organize their thoughts as they prepare for a presentation. Utilizing organizers is a best practice documented to support struggling readers.
- For group activities, accommodations can be made as the groups are formed (i.e., mixed ability groups, grouping based upon student strengths, grouping based upon interest, etc.).
- Differentiating research topics, which can be assigned by the teacher or selected by the student based upon the assignment, is another way to meet the diverse needs of students in an elective course.
- Students who struggle with public speaking or who have a fear of speaking can be provided an opportunity to present to an individual or small group before presenting to the whole class. Such scaffolding provides practice opportunities for the student, where he or she can build confidence.

## Applicable New Jersey Student Learning Standards for English Language Arts:

### Standards for Speaking and Listening:

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.

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

### **Unit 3: Preparing for Public Speaking (Pacing – 10 Days)**

#### **Why Is This Unit Important?**

This unit will provide each student with the knowledge and resources he or she needs to become an effective public speaker. This will be the first time in the semester that students are going to be expected to take a professional approach to the preliminary stages of public speaking (i.e., preparation). Completion of this unit will enable students to build confidence by providing them with tools to help control nervousness and combat stage fright. In addition, students will learn how to focus on their topics, research their topics, effectively organize and outline their speech and rehearse their speech. They will also discuss the differences between written and spoken language, creating levels of emphasis and using figures of speech. Finally, the students will examine different forms of delivery, recognize nonverbal aspects of delivering a speech, use their voices clearly and effectively and identify special problems associated with delivering a speech. The big ideas embedded throughout this unit are:

- Nervousness before presenting a speech is natural, but there are many actions one may take before actually speaking that will help to best prepare him/her for the engagement and will help to alleviate nervousness and stage fright.
- An effective speech has a narrow focus, is sufficiently supported with ample, reliable details, anticipates and addresses concerns or questions that audience members may have, is organized and contains powerful diction and phrasing.
- The audience, purpose and environment in which a speech will be presented must be considered so that a speaker can adjust word choice, tone and a level of emphasis.
- An audience member will pay attention to both verbal and nonverbal cues, so it is imperative that a speaker remain cognizant of his or her body language and demeanor.

### **Enduring Understandings:**

- By speaking with confidence and providing sound reasoning, individuals are perceived as 'professional' and are more effective in a variety of public speaking venues.
- Preparing a speech through outlining is an essential skill to possess for many public speaking opportunities.
- Researching data and examining a variety of credible references will allow a public speaker to sound knowledgeable about a variety of topics.
- Creating levels of emphasis when speaking is key when dealing with peers in any social setting.
- Utilizing figures of speech can enhance a speech and make it more engaging for the audience.
- Good delivery is essential when speaking in a social setting or when presenting professionally.
- Recognizing nonverbal aspects of public communication will benefit a person in any environment.
- Articulation and proper pronunciation are critical to a speaker so that he or she is heard and understood by all audience members.
- As a life-long communicator, it is imperative that a speaker learns how to handle a number of special situations that could positively or negatively affect the communication process.

### **Essential Questions:**

- Why is it important for a public speaker to control his or her nervousness?
- How does a person focus on the core elements of a particular speech topic?
- How does one determine what to include in a speech or what information the audience will want to know?
- Why is it imperative that a speaker create levels of emphasis when he/she is speaking?
- When is it appropriate and effective to use figures of speech when one is speaking publicly?
- Why is it important to use different methods of delivery?
- How does one recognize the nonverbal aspects of delivering a speech?
- What are the benefits to using one's voice effectively when he or she is speaking publicly?
- What are problems that a speaker may encounter or can anticipate when preparing to deliver a speech?



### **Acquired Knowledge:**

- Public speaking is one of the greatest fears a person can possess, but there are relaxation techniques that can be used to help combat stage fright and help one to conquer his/her fear.
- Preparing for a speech (i.e., outlining, researching using credible sources, practicing, incorporating feedback from a practice audience) is essential and enhances the final delivery of a speech.
- When preparing to deliver a speech, one must conduct research and gather information, not only to support his or her position, but also in anticipation of an audience's questions or anticipated misunderstandings.
- Words, phrases and figures of speech must be carefully chosen to best paint a picture for an audience and to engage the attention of an audience.
- A speaker must consider an audience when preparing a speech and must adjust his or her voice, tone and information to address that particular audience and their needs.
- There is a delicate balance between improving word choice and becoming 'wordy'; it is essential that one is mindful of this balance when preparing for a presentation.
- An audience will not only listen to a verbal presentation, but will also evaluate the nonverbal cues from a presenter before, during and after a speech is given.

### **Acquired Skills:**

- Utilize the methods of confidence and ways to avoid stage fright by practicing various relaxation techniques while waiting his or her turn to speak publicly.
- Outline a speech when preparing to speak for a specific purpose.
- Locate and consider credible references with the help of district databases and literature materials.
- Create levels of emphasis in a speech by varying vocabulary, sentence length and sentence structure, using balanced phrases, rhetorical questions and saving the most important item in a series for last.
- Use figures of speech such as similes, metaphors, personification, hyperbole and irony in order to enhance the delivery of a speech.
- Experiment with various combinations of the methods until each speaker discovers his or her most effective style.
- Recognize that the speech begins when he or she leaves the chair and does not end until he or she has regained his or her seat, being mindful of eye contact, gestures, platform movement and appearance.
- Vary volume, pitch and rate in order to create interest or change the mood of the audience.

- Adopt a specific tone and personal voice appropriate for that purpose and audience.
- Select diction that contributes to the overall success of a position speech and eliminate the wordiness that causes an audience to become disinterested.
- Edit the outline and position speech of a classmate in order to make corrections and improve the grammar, usage, mechanics and overall Standard English with the help of a grading rubric.

### **Assessments:**

#### Formative:

- Create and utilize an outline when preparing for a particular position or status speech.
- Read, analyze and critique other position speeches and determine words, sentences, or phrases that were effective in the delivery.
- Identify and discuss the type of speech communication, group communication and nonverbal aspects of communication used by speakers.
- Create and complete a questionnaire that evaluates peer speeches based upon criteria discussed in class.

#### Summative:

- Tests and quizzes including written responses to open-ended questions.

#### Benchmark:

- Write, prepare for and present a speech on an impromptu topic, an assigned topic, or a self-selected topic.

### **Instructional Materials:**

#### Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Unit 4 – Public Speaking
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988) Unit 3 – Preparing for Public Speaking:
  - Chapter 6 – Building Confidence
  - Chapter 7 – Preparing Your Speech
  - Chapter 8 – Choosing Effective Language

**Interdisciplinary Connections:**

- Speech topics can be connected to historical, scientific, or technological information.
- To prepare for the speech, students will be required to read and research in order to obtain support for their arguments; such informational reading is also a skill needed in all content areas (i.e., utilizing reference materials, using text features to locate information, etc.)

**Technology Connections:**

- Public Speaking Anxiety: Preparing to Give a Speech at <http://socialanxietydisorder.about.com/od/copingwithsad/qt/speechprepare.htm>

**Suggested Learning Experiences: and Activities:**

- Creating and utilizing a graphic organizer is an assessed skill in this unit of study. Graphic organizers can be differentiated to meet the diverse needs of a student population. Utilizing organizers is a best practice documented to support struggling readers.
- Group activities or opportunities for pair-share learning will again support both struggling and gifted learners.
- Differentiating research topics, which can be assigned by the teacher or selected by the student based upon the assignment, is another way to meet the diverse needs of students in an elective course.
- Students who struggle with public speaking or who have a fear of speaking can be provided an opportunity to present to an individual or small group before presenting to the whole class. Such scaffolding provides practice opportunities for the student, where he or she can build confidence.

## **List of Applicable New Jersey Student Learning Standards for English Language Arts:**

### Standards for Speaking and Listening:

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.

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

### Writing Standards:

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

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

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

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Unit 4: Types of Public Speaking: Informative and Persuasive (Pacing – 15 Days)**

### **Why Is This Unit Important?**

This unit will allow students to examine and create both informative and persuasive speeches. Students will have the ability to examine types of informative speeches, choose attention devices, infer the message of an informative speech based upon information provided in the speech, utilize visual aids, learn how to conclude an informative speech and conduct a question and answer period. In addition, the students will read and analyze types of persuasive speeches, discuss the three sources of persuasion, analyze the needs of the listeners, establish their prestige, use logic that will suit the audience and discuss the elements of ethics and responsibility when delivering a persuasive speech. The big ideas embedded throughout this unit of study are:

- Writing to inform an audience requires that a speaker grabs and maintains the attention of an audience while providing accurate information relevant to the topic at hand and supported by accurate and reliable sources.
- Writing to persuade an audience requires that a speaker anticipate the knowledge level, questions and concerns of an audience and incorporate information to address those issues, questions, or concerns within the context of the speech itself.
- A presenter must consider the three primary sources by which an individual can be persuaded (pathos, ethos and logos) when preparing a persuasive or argumentative speech.
- Many individuals are visual learners, so incorporating a visual aid into a presentation helps to enhance the presentation itself and provides visual cues for audience members who learn best through that modality.

### **Enduring Understandings:**

- Gaining the audience's attention, building interest in the topic, previewing the topic and establishing the ethos of the speaker are all elements of effective public speaking when providing information.
- Delivering information through speech is a life skill and can be utilized in both a professional and a leisure setting.
- Being cognizant of the needs of the listeners is a social skill that can benefit an individual long after high school.
- Seeking out the special needs and attitudes of an audience prior to giving a speech will ultimately lead to effective persuasion.
- A speaker must be competent, sincere and must clearly act with good will toward the audience if prestige is to be sought.
- Using logic and sound reasoning are important communication skills to possess in a variety of public speaking venues.
- Visual aids that accompany speeches clarify points or make existing positions more meaningful.

**Essential Questions:**

- How does a speaker gain the audience's attention and build interest in an informative speech?
- How does a person impart the message of an informative speech?
- What are the advantages of conducting a question-and-answer period after an informative speech?
- Why should a person incorporate visual aids in his or her speech?
- Why should a person be cognizant of the needs of the listeners?
- How does a person establish his/her prestige as a public speaker?
- How does logic play an integral role in a persuasive speech?

**Acquired Knowledge:**

- To effectively inform or persuade an audience, it is imperative that a speaker support his or her thesis with reliable, accurate information.
- Powerful public speakers anticipate the knowledge level, concerns and questions of an audience and incorporate ideas or counterclaims aimed at potential concerns or questions into their speeches; this is done most effectively when it is incorporated into the speech itself and not as an isolated question-and-answer session.
- It is imperative that a speaker react to the body language, comments and questions of an audience.
- Visual aids that accompany a speech or presentation must add to or enhance the presentation; they must provide additional information or analysis to be considered effective.
- Presenting informational and persuasive speeches, either formally or informally, will continue beyond high school; the skills one uses to effectively communicate will extend into college and into the world of work.

**Acquired Skills:**

- Explain how evidence and reasoning work together to create logical persuasion.
- Conduct research to gather reliable evidence and provide sound reasoning when preparing for an argumentative/persuasive speech.
- Determine how to accurately identify the needs of the listeners.
- Utilize information provided in class and through independent reading plan ways to gain the audience's attention, establish interest in the topic and connect the topic to the needs of the audience.
- Explain how one maintains the attention of an audience, reacts to feedback and executes level shifts during the body of an informative speech.
- Respond to the audience in a professional manner through question-and-answer sessions during impromptu.
- Select and/or create visual aids that will be informative and persuasive and utilize the visual during a speech as a supplement to the speech rather than a crutch for the speaker.
- Explain and provide examples of the important role informative and persuasive speeches have in today's world of public speaking.

## **Assessments:**

### Formative:

- Read, analyze and critique other informative and persuasive speeches and determine words, sentences, or phrases that were effective in the delivery.
- Discuss and determine what type of speech communication, group communication and nonverbal aspects of communication are being used by different speakers.
- Identify and discuss how the three sources of persuasion affect the delivery of a persuasive speech.
- Utilize a prewriting (i.e., outline or other graphic organizer) to plan what will be presented in a 'How To' and a persuasive speech.
- Create and utilize a reflection assessment to evaluate the organization, information presented and conclusion of an informational speech.
- Create and utilize a questionnaire to evaluate the effectiveness of a classmate's persuasive speech.

### Summative:

- Tests and quizzes including written responses to open-ended questions.
- Edit classmates' 'How To' and persuasive speeches to make corrections and improve the grammar, usage, mechanics and overall Standard English with the help of a grading rubric.

### Benchmark:

- Write and present a 'how to' speech on an assigned or a self-selected topic.
- Write and present a persuasive speech on an assigned or self-selected topic.

## **Instructional Materials:**

### Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Unit 5 – Types of Presentations
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988) Unit 4 – Types of Public Speaking:
  - Chapter 9 – Speaking to Inform
  - Chapter 10 – Speaking to Persuade

### Supplemental:

- Audio of famous persuasive speeches:
  - Presidential Debate – Sen. John F. Kennedy and V.P. Richard M. Nixon
  - *An Inconvenient Truth* by Al Gore (must be downloaded at home, saved as an MP4 to a jump-drive and played from that file)
  - Audio radio addresses during the Cuban Missile Crisis (available online at [http://www.gwu.edu/~nsarchiv/nsa/cuba\\_mis\\_cri/audio.htm](http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/audio.htm))
  - Barack Obama's Speech on Race Relations (available at <https://www.youtube.com/watch?v=zrp-v2tHaDo>)

### Interdisciplinary Connections:

- Speech topics can be connected to historical, scientific, or technological information.
- To prepare for the speech, students will be required to read and research in order to obtain support for their arguments; such informational reading is also a skill needed in all content areas (i.e., utilizing reference materials, using text features to locate information, etc.).

### Technology Connections:

- Persuasive or informative speeches are available to stream or for free download:
  - Audio radio addresses during the Cuban Missile Crisis (available online at [http://www.gwu.edu/~nsarchiv/nsa/cuba\\_mis\\_cri/audio.htm](http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/audio.htm))
  - Barack Obama's Speech on Race Relations (available at <https://www.youtube.com/watch?v=zrp-v2tHaDo>)
  - Graphic organizers to prepare a speech
  - Lots of graphic organizers for high school students, organized by topic or genre (i.e., compare/contrast, cause/effect, thinking grids for critical thinking, etc.) at <http://www.graphic.org/goindex.html>



### **Suggested Learning Experiences and Activities:**

- Utilizing graphic organizers will help students to organize their thoughts as they prepare for a presentation. Utilizing organizers is a best practice documented to support struggling readers.
- Group activities or opportunities for pair-share learning will again support both struggling and gifted learners.
- Differentiating research topics, which can be assigned by the teacher or selected by the student based upon the assignment, is another way to meet the diverse needs of students in an elective course.
- Students who struggle with public speaking or who have a fear of speaking can be provided an opportunity to present to an individual or small group before presenting to the whole class. Such scaffolding provides practice opportunities for the student, where he or she can build confidence.

### **List of Applicable New Jersey Student Learning Standards for English Language Arts:**

#### Standards for Speaking and Listening:

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

### Writing Standards:

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

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.8. 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. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Unit 5: Debate and Parliamentary Procedure (Pacing – 12 Days)**

### **Why Is This Unit Important?**

The focus of this unit is for students to become cognizant of the many public speaking elements that are infused into debate and parliamentary procedures. The students will read, analyze and discuss the nature of debate, write debate propositions, prepare to debate using evidence and reason, utilize different debate strategies and learn how to meet the opposition by keeping a flow sheet. In addition, the students will examine and discuss the basic principles of the parliamentary procedure and conduct a meeting applying the values of the parliamentary procedure, using both active and subsidiary motions. The big ideas embedded throughout this unit of study are:

- Debate differs from discussion in its purpose, structure and means of preparation.
- In order to prepare for debate, one must conduct research on both sides of a controversial issue in order to support one side while effectively refuting the opposing position.
- Parliamentary procedure is a set of rules designed to structure a meeting; it began in the English Parliament and has developed over the years as a set of basic principles.

### **Enduring Understandings:**

- Debate is a challenging form of oral communication and is used as a means of arriving at decisions about important issues.
- Preparing to participate in a debate demands careful analysis of the debate proposition.
- Fulfilling the responsibilities of the affirmative and negative side in any debate will require participants to utilize a variety of strategies.
- The parliamentary procedure helps define the basic democratic rights, values and beliefs in our society.
- Debate and parliamentary public speaking are essential life skills that are used when one argues a point or facilitates a meeting.
- The utilization of motions (formal suggestions or proposals made by a member for consideration and action by a group) helps create and preserve business that is conducted throughout society in a variety of public speaking settings.

### **Essential Questions:**

- What are the elements that make up a debate?
- Why must the elements of debate be carefully considered during the preparation of this means of public speaking?
- What is the importance of utilizing certain strategies in a debate?
- What is the parliamentary procedure? How can it benefit a public speaker in a debate or a meeting?
- What are the values of the parliamentary procedure?
- What is the purpose of active and subsidiary motions? What is their ultimate worth in this element of public speaking?

### **Acquired Knowledge:**

- Debate can serve as either a decision-making process or a means of persuasive argument.
- The purpose of and preparation for a debate is much different than the purpose of and preparation for any other kind of speech.
- A debate proposition addresses a current, controversial issue and is worded to call for a change from present policy.
- The opposing sides in a debate (affirmative and negative) must provide concrete, specific information in order to support or refute the status quo.
- In order to plan for and participate in a debate, one must conduct research to support his/her case and use reasoning to form logical conclusions from the evidence obtained through research.
- Providing information that shows weakness in the opposition's argument or evidence is an effective way to debate; this takes much preparation.
- Parliamentary procedure is a set of rules designed to streamline the conduct of business at meetings and at the same time protect the democratic rights of the participants.
- Parliamentary procedure is based on five principles: only one question may be considered at a time, majority rules, the rights of the minority are protected, all members share equal rights and responsibilities and every issue may be subjected to free debate.

**Acquired Skills:**

- Explain the major differences between debate and discussion.
- Analyze a debate proposition by dissecting the arguments presented and examining resources used or cited.
- Find evidence to support logical reasoning when building a debate case.
- Use strategies such as a needs-case strategy, comparative advantages case, claims of need and running-refutation negative case in a debate.
- Form groups, select a topic and create an affirmative or negative side to demonstrate the parliamentary process.
- Utilize electronic databases and sources while preparing for a debate.
- Explain the purposes and the value of the parliamentary procedure after the debate process has been experienced.
- Describe the purposes of each type of motion.
- Make motions for a specific purpose in order to require a speaker to adopt a specific tone and a personal voice appropriate for that purpose and audience.
- Explain how both debate and parliamentary procedure affects today's world.

**Assessments:****Formative:**

- Read, analyze and critique other debates, evaluate the structure of the debate and the preparedness of participants and determine words, sentences, or phrases that were effective in the delivery.
- Discuss and identify the type of speech communication, group communication and nonverbal aspects of communication used by speakers.
- Utilize a prewriting tool such as an outline or other graphic organizer to prepare for an in-class debate.
- Work collaboratively with a small group to prepare for and participate in a debate.
- Conduct research to prepare for the in-class debate by finding information to support one argument while refuting the opposing point of view.
- Create and utilize a questionnaire to evaluate the performance of a classmate during an in-class debate.

**Summative:**

- Tests and quizzes including written responses to open-ended questions.

Benchmark:

- Participate in a class activity that requires the following of parliamentary procedure.

### **Instructional Materials:**

Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Chapter 23 – Competitive Speech Events
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988) Unit 5 – Debate and Parliamentary Procedure:
  - Chapter 13 – Debate
  - Chapter 14 – Parliamentary Procedure

Supplemental:

- District databases (including, but not limited to those listed below)
  - Gale Literary Resource Center
  - Literature Resources from Gale
  - LitFinder for Schools
  - ProQuest Language and Learning

### **Interdisciplinary Connections:**

- Topics for debate can be controversial issues connected to science, history or technology.
- Students can research the origins of parliamentary procedures in early English Parliament.

### **Technology Connections:**

- Now that district technology supports it, Skype would make it possible to debate with students from across the country.
- International Debate Education Association at [www.idebate.org](http://www.idebate.org)
- Debate Speech Topics: 20 Speech Ideas at <http://www.speech-topics-help.com/debate-speech-topics.html>

### **Suggested Learning Activities and Experiences:**

- Student groups can be formed based upon student need. Careful creation of groups allows a teacher to provide supports for struggling students while challenging advanced students (i.e., assume leadership roles within a group).
- Debate topics can be differentiated based upon difficulty of topic or based upon student interest.
- When conducting research, students can be provided different texts (i.e., informational texts from varied reading levels) to support struggling readers while challenging gifted readers.

### **Applicable New Jersey Student Learning Standards for English Language Arts:**

#### Standards for Speaking and Listening:

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

### Reading Standards for Informational Texts:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

### Writing Standards:

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

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

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

W.11-12.8. 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. (MLA or APA Style Manuals).



## **Unit 6: Mass Communication (Pacing – 10 Days)**

### **Why Is This Unit Important?**

In this unit of study, students will examine a number of elements that have historically influenced and currently impact mass communication. During their exploration, the students will read, analyze and discuss the nature of and purposes for radio and television; they will then discuss the technological advancements that have impacted mass communication in the last decade. Ultimately, students will explore the opportunities that exist in the world of work connected to mass communication such as radio, television and technology development. The big ideas embedded throughout this unit of study are:

- Radio and television were long the main mode of communication for individuals, but recent advancements in technology have changed the face of mass communication in contemporary society.
- No matter the medium, both verbal and nonverbal message are sent and received by an audience; speakers need to be aware of such messages regardless of the method of communication.
- Mass communication reaches a vast, diverse audience, which can be a help or a hindrance depending on the message and the intent of a message being sent.
- Professional occupations in the areas of radio, television and technological communication are available for individuals prepared to apply a specific skill set.

### **Enduring Understandings:**

- Historically, radio and television were the main modes of communication for individuals.
- Recognizing verbal and nonverbal aspects of mass communication will benefit a person in any environment.
- Technological advancements have increased the amount of information available to individuals and have made access to information easier than ever before.
- Delivering information using resources available to promote mass communication is a life skill and can be utilized in both a professional and leisure setting.
- Mass communication skills can be applied to and are utilized in a number of professions.
- Mass communication reaches vast audiences who can pass a message forward or who can stop a message at will; it is the responsibility of each individual to allow information to be passed forth or to stop the progression of communications depending upon the message and the intent of its delivery.

**Essential Questions:**

- What were the benefits of radio and television? What are the challenges that radio and television face in today's society?
- What are the main purposes for verbal and nonverbal requirements and why are they important for radio and television performers?
- What special communication skills are necessary for the different types of radio and television performers?
- How has electronic media changed the face of mass communication in contemporary society?
- What are the benefits of advanced technologies such as podcasting, document sharing and video conferencing? Some of the challenges?
- What are some of the careers that utilize the mass communication processes and why are these professions so important to society?

**Acquired Knowledge:**

- Mass communication, whether in the form of newspapers, books, movies, radio, television, or advanced technological resources differ from all other types of communication; it is our civic responsibility to receive and process the information that is presented to us.
- Communication via radio and/or television presentation differs from any other type of communication.
- The invention of the radio and television had a dramatic impact on society, just as different technological inventions such as Internet resources or the iPhone are dramatically impacting contemporary society.
- It is essential to be cognizant of one's verbal and nonverbal messages when communicating via radio, television, or technological resource such as podcast or videoconference.
- It is possible to communicate with individuals or groups from across the country or from other countries using advanced technological inventions.

**Acquired Skills:**

- Explain how radio and television are different from other types of communication.
- Determine what specific communication skills are needed in order to deliver an effective message on radio or television and discuss the verbal and nonverbal requirements for radio and television performers.
- Discuss the development of radio and television and the impact these media had on people's lives.
- Describe and demonstrate the special communication skills necessary for different types of radio and television performers.
- Identify technological advancements that have impacted mass communication and discuss the benefits and challenges presented because of these inventions.

- Discuss the ability of an individual to participate in mass communication or to stop a communication; each has its benefits depending upon the situation or intent of the communication.
- Utilize technologies such as podcasts, document sharing programs (i.e., wikis, Google Docs, or Skype) to communicate with students from across the nation or in another country.
- Discuss and research some of the careers that are part of the mass communication process in our society.

### **Assessments:**

#### Formative:

- Read, analyze and critique other video public speaking broadcasts, determine words, sentences, or phrases that were effective in the delivery and assess the effectiveness of the presentation and the medium in which it was presented.
- Identify and analyze the type of speech communication, group communication and nonverbal aspects of communication used by different speakers.

#### Summative:

- Tests or quizzes including written responses to open-ended questions.

#### Benchmark:

- Participation in a mass communication project:
  - NOTE: While Skype or podcast would be ideal, project specifics will be determined based upon technology availability from year to year. Now that district technology supports it, more challenging projects can be incorporated.

### **Instructional Materials:**

#### Core:

- *Projects in Speech Communications* (Perfection Learning, 2009):
  - Unit 6 – Mass Communication
- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988) Unit 6 – Mass Communication:
  - Chapter 15 – Radio and Television and the Development of Electronic Media

#### Supplemental:

- Electronic resources (see technology connections listed below) to supplement the textbook

**Interdisciplinary Connections:**

- Students can be required to use document sharing resources such as Google Docs to provide feedback to peers across all content areas; such an assignment need not be limited to Public Speaking class.
- The final project in this unit of study is active involvement in mass communication. The content of that communication can be teacher-directed, thus can be an interdisciplinary topic. Controversial issues from history, science, or current events would provide an interesting backdrop to a mass communication with students from across the country and from other countries.

**Technology Connections:**

- There are numerous videos available on the Internet that highlight the impact that technology has on mass communication (i.e., You Tube, Teacher Tube, [http://www.ehow.com/video\\_5112445\\_effects-technology-mass-communication.html](http://www.ehow.com/video_5112445_effects-technology-mass-communication.html)), but such a video would have to be viewed by a classroom teacher for content, saved to a jump drive in MP4 format and then opened on a school computer from that source.
- Now that district technology supports it, resources such as Skype ([www.skype.com](http://www.skype.com)) make it possible to communicate and participate in projects with students from across the country or from other countries.
- Podcasting (pending district availability)
- Blogs (pending district availability)

**Suggested Learning Experiences: and Activities:**

- When assigning technology projects to be completed at home, a teacher must be mindful of students who do not have access to such resources outside of school. While computers are available at the public library, it is possible that a student may not have the ability to get to the library. Accommodations must be made for these students (i.e., printed copies of articles or resources, time in school or after school to complete such assignments, etc.).
- Topics for research can be differentiated based upon level of difficulty or by student interest.

## **Applicable New Jersey Student Learning Standards for English Language Arts:**

### Standards for Speaking and Listening:

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

### Writing Standards:

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **Unit 7: Performing Arts: Oral Interpretation and Drama (Pacing – 15 Days)**

### **Why Is This Unit Important?**

In this unit which will culminate the Public Speaking course, students will explore the elements of the performing arts through oral interpretation and drama. A brief history of oral interpretation will be discussed and examined while students read and analyze different works of dramatic literature. The students will select material for an oral interpretation and will take the time to interpret the selection. In addition, the students will investigate the nature of drama and will develop characters, settings, plot structures and themes for a short (one act), five-scene play. A number of literary elements will be utilized through the organizing and production of this theatrical event. If possible, the short play will be produced in the auditorium on the stage for the class. The big ideas embedded throughout this unit of study are:

- Any text can be read aloud, but what oral interpretation requires is an actual performance of a text.
- Drama is an art form like painting, sculpture, music, dance and architecture, but it differs because at one time or another, drama makes use of all the other art forms.

### **Enduring Understandings:**

- Oral interpretation is one of the oldest of human social activities; before writing, people communicated primarily by word-of-mouth.
- Dramatic literature that is performed has a life and warmth that never ceases to enthrall audiences of all ages.
- A theatrical event requires many people to perform many different duties; actors represent a small fraction of individuals needed to organize and execute a theatrical event.

### **Essential Questions:**

- What is oral interpretation?
- How is oral interpretation utilized in a public speaking course?
- What different types of material can be used for oral interpretation?
- How does a person select material for oral interpretation?
- Why is it important to analyze an oral interpretation?
- What is the nature of drama?
- How does developing a character affect a drama?
- How does a group organize and produce a theatrical event?

**Acquired Knowledge:**

- Oral interpretation is when an individual reads and performs a text aloud and requires a skill set that will benefit a student in a variety of social and professional settings.
- The material used for oral interpretation includes prose (fiction and nonfiction) and poetry (narrative and lyric).
- Adding an oral or a dramatic element to a text changes the way that text is received and perceived by a reader or an audience.
- When choosing or writing a work for oral interpretation, one must consider the purpose of the presentation and the audience who will view the performance; he or she must then adapt the material to meet those elements.
- Drama has four principal elements: live actors, a plot or story, a theatrical area or arena and the presentation must result in a theatrical event.

**Acquired Skills:**

- Define oral interpretation and explain the origins of oral interpretation or tradition.
- Identify occasions when oral interpretation is appropriate.
- List different types of literature available for oral interpretation.
- Analyze a work of dramatic literature for understanding.
- Practice reading a selection using one's voice properly to reinforce the meaning of the work.
- Explain the elements of drama.
- Develop understanding of character by conducting background research and by analyzing script.
- Experiment with nonverbal and verbal aspects of character development.
- Describe some of the jobs that are part of organizing a theatrical event.
- Explain the steps necessary in producing a theatrical event.
- Assume one role or responsibility in the writing, organization, or performance of a theatrical event that will take place to culminate this course.

**Assessments:****Formative:**

- Listen to or view oral interpretations and works of dramatic literature and discuss the effectiveness of each performance.
- Read, analyze and critique works of drama.

**Summative:**

- Tests or quizzes including written responses to open-ended questions.

Benchmark:

- Collaboratively write, organize and perform a one-act (five-scene) play:
  - NOTE: Each student will assume a role in the writing, preparation or production of this play.

### **Instructional Materials:**

Core:

- *Speech: Exploring Communication* by J. Regis O'Connor (Prentice Hall, 1988)
- Technology resources (listed below)
- Texts or soliloquies to be performed (i.e., Shakespeare texts)
- Works of drama for students to view and critique (i.e., *The Alchemist* by Ben Jonson, *The Spanish Student* by Henry Wadsworth Longfellow, *Pygmalion* by George Bernard Shaw)

### **Interdisciplinary Connections:**

- Cross-curricular works of drama can be used during in-class reading and performance.
- Students can be asked to perform a text translation, where he or she takes an excerpt from a science or history textbook and transforms it into a dramatic work or presents it orally including the elements of oral interpretation.
- Dramatic works or soliloquies from literature read in English class (i.e., *Romeo and Juliet*, *Julius Caesar*, etc.) would provide texts for students to perform.

### **Technology Connections:**

- Helpful websites:
  - Performing Oral Interpretations at [http://www.scsk12.org/STT99\\_WQ/STT99/Houston\\_HS/parkern3/TheatresWebPg/POI.htm](http://www.scsk12.org/STT99_WQ/STT99/Houston_HS/parkern3/TheatresWebPg/POI.htm)
  - English on the Web: A Syllabus for English and Rhetoric at <http://www.dukeofdefinition.com/speech.htm>
- There are numerous videos available on the Internet that would provide students with exemplary models of oral or dramatic interpretations (i.e., YouTube, Teacher Tube), but such a video would have to be viewed by a classroom teacher for content, saved to a jump drive in MP4 format and then opened on a school computer from that source.



## **Suggested Learning Experiences and Activities:**

- Students can be provided the opportunity to self-select the text to be used as an oral interpretation or a dramatic performance.
- Teachers can assign texts to be performed based upon reading level and/or student interest.
- Groups can be assigned carefully to meet the needs of individual students (academic, social, behavioral, etc.).
- Students who suffer from stage fright can be given the opportunity to participate in the dramatic performance and meet the learning objectives of the unit of study by assuming a non-performance role (i.e., stage crew, lighting designer, house manager).

## **Applicable New Jersey Student Learning Standards for English Language Arts:**

### Standards for Speaking and Listening:

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

### Reading Standards for Literature:

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### Writing Standards:

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

## Sample Standards Integration

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Unit one focuses in the elements of communication and the necessity of communicating clearly, effectively and with reason. Throughout the unit, students listen to speeches of prominent public speakers and apply the key elements of communication. By unit four, students begin the development of their own speeches. In order to develop a position speech, students must apply appropriate academic and technical skills, communicate clearly, and use critical thinking. These position speeches (and debates in unit five) require students to make sense of a problem and find evidence/information needed to solve the problem.

#### **9.3.12.AR-JB.3:**

**Plan and deliver a media production (e.g., broadcast, video, Internet and mobile)**

In unit six students are asked to create a podcast or use Skype for the purposes of mass communication. Students will learn about technological advances beyond television and radio to communicate to large groups of people. Students need to be aware of the message and the intent of the message when communicating a message via podcast or video conferencing. Students would create a public address using a digital platform. It could be in the form of a tutorial or new material, as long as a digital platform is used.

### **Technology Integration**

**8.1.12.B.2: Create original works as a means of personal or group expression. Indicator: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.**

In unit six students are asked to create a podcast or use Skype for the purposes of mass communication. Students will learn about technological advances beyond television and radio to communicate to large groups of people. Students need to be aware of the message and the intent of the message when communicating a message via podcast or video conferencing. Students would create a public address using a digital platform. It could be in the form of a tutorial or new material, as long as a digital platform is used.

### **Interdisciplinary Connection**

#### **Visual and Performing Arts:**

**1.3.12.C.1: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.**

Unit seven focuses on the connection between public speaking and performing arts. Students learn about oral interpretation and drama in the unit. One of the assessments in this unit is for students to write, organize, produce and act in a one-act play. The play must have five scenes in order to develop the plot and characters.