Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Public Speaking

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Public Speaking	This elective is open to 10-12th graders and is designed to acquaint the students with elements of good speaking, to enhance their speaking skills and confidence and to provide them with multiple speaking opportunities. This course will also help students develop techniques in diction, articulation, body language, enunciation, and projection. In addition, students will learn to critique speeches and film and gather, evaluate and utilize various resources utilizing technology.
Grade Level(s):	
10-12	

Essential Question(s):	Enduring Understanding(s):
1. What is communication?	1. Communication is an exchange of information that occurs anytime someone else sees and/or hears another individual.
2. What is encoding and decoding and why are they important in the public speaking process?	2. Encoding is the process of putting words together in phrases and sentences to represent feelings and ideas. Listeners interpreting words by sorting out the ideas they create in their own minds is a process known as decoding. These processes are crucial to communicating what you, the speaker, intended to communicate.
3. Why is preparation crucial to good public speaking?	3. Basic and essential preparation techniques will help make every speech an informative and organized process.
4. Why are well-crafted introductions and closings imperative in a cohesive speech?	4. Introductions should gain the audience's attention, arouse interest and ignite the curiosity of the listeners. Closings should bring together all the thoughts, emotions, discussions, arguments and feelings that have been communicated to the audience.
5. How is listening a responsibility that is paramount in the public speaking process?	5. Listeners have a responsibility to the public speaking process. They owe it to the speaker to listen carefully, respectfully and then evaluate what they have heard.
6. For what purpose is self and peer evaluation needed in public speaking?	6. Honest feedback is needed in public speaking in order for improvement to occur in many areas: volume, posture, eye contact, gesturing, tempo, organization, fluidity, and visual appeal.
7. How are coping strategies and their incorporation into the presentation of a speech vital to a successful speech?	7. Prior proper preparation, i.e., relaxation exercises, knowing the material and the audience, visualization, rehearsal and concentration are strategies when practiced can produce a successful speech.

8. How is public speaking a visual art?	8. Being aware of one's body in space, how non-verbal cues such as folded arms, clenched hands and hands in pocket as well as gestures and eye contact can affect communication and must be focused upon as well as content in order to deliver a successful speech.
9. How are public speaking skills used on a daily basis?	9. Public speaking skills are used continually without one's knowledge. The skills honed in public speaking are evident when an individual has a conversation at a social gathering, responds in class or at a job/college interview, participates in a Socratic Seminar or class discussion, delivers a presentation of any kind or, as is a common practice now, participates in Skyping.
10. How can technology aid in the public speaking process?	10. Programs such as Edmodo, Prezi, Thinglink, Goanimate and Videostar and sources like Youtube and Tedtalks can aid in the public speaking process by presenting the speaker with a variety of options to create visual aids, to gather source material, to discuss topics with peers, or to view model speeches.
11. What are the different types of speeches?	11. Different types of speeches include extemporaneous, persuasive, expository, informational, anecdotal, demonstrative, and memorization.
12. How can a speaker improve their skills?	12. Through coaching, conferencing, peer and self-editing, modeling and videotaping, and speaker can learn to improve their speaking.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	Standards
Numbers in parenthesis refer to the specific speech(es), in Part IV: Performance Assessments, to which each respective learning target relates	SL.9-10.1
	SL.9-10.1a-d
1. The public speaking student will be given a training ground which includes the skills necessary to present and evaluate a speech in an effective manner	SL.9-10.2-10.6
a. Speak with grammatically correct language (1-11)	L.9-10.1
b. Utilize vocal expression, audibility, pacing, fluidity and inflection in speaking (1-13)	
c. Practice body language, facial expressions and eye contact effectively while speaking (1-13)	L.9-10.1a-b
d. Organize ideas concisely in verbal and written format (2-5, 7)	
e. Present confidently and dynamically, while employing vocal exercises, coping strategies, and visual aids/ other mediums (1, 4, 7, 10)	L.9-10.3
f. Construct a speech logically and appropriately for any occasion (6, 8)	L.9-10.3a, 10.4c
g. Participate in discussions and conferences as well as complete critique and editing forms in the quest to improve speaking skills via constructive feedback (1-13)	
h. Read, annotate and analyze articles for source material and discussion (4, 5, 9, 11)	L.9-10.6
i. Write in Reader's/Writer's Notebooks for a variety of purposes (1-13)	
	RI.1
2. The public speaking student will become acquainted with various forms of technology and media in order to become a discerning viewer and listener as well as to find source material, research, visuals and models for their speeches	RI.9-10.4
a. Gather research from varied and credible sources to create a convincing speech (4, 5, 9)	W.9-10.1a-e
b. View film and video clips to critique and serve as models (4, 7, 8, 11, 12)	
c. Utilize technology to create visual accompaniments to speeches (4, 5, 7, 10)	W.9-10.3a-e
d. Engage in on-line discussions and critiques (9-13)	
	W.9-10.5
	W.9-10.10

Inter-Disciplinary Connections:

Art- examine various forms of art via books, technology and field trips and deliver verbal critiques/responses

History & Science- participate in Socratic Seminars which focus on the "big" questions in history and science (i.e. Are all people created equal? Which is the best form of government? Does history repeat itself? Nature or nurture? Is evolution or Creationism? Etc.); conduct research for informational or persuasive speeches concerning historical or scientific topics

Media- view Ted Talks, via its website, and current events, via *Youtube.com*, as both a source and conversation starter; use media as a springboard to impromptu speeches

Film- critique film for speech and body language of characters; imitate speech and body language of characters

Music- pair appropriate music with speeches to create a mood

Students will engage with the following text:

- *38 Basic Speech Experiences* by Perfection Learning
- Usage of dictionary and thesaurus OR apps on phone
- Choice Independent Reading novels and/or magazines

Students will write:

- Journal responses (quotes from novels, music, notable figures, etc.)
- Reader's/Writer's Notebook entries (free-writes, art/music responses, drafts, peer and self-edits, drawings and diagrams, brainstorming, poetry, pre-planning, definitions and terminology, quotes and research, etc.)
- Critiques (peers' speeches, own speeches, Youtube clips, film, etc.)
- "Prep. Sheets" (a preparation sheet is given prior to each speech; sheet must be filled out and handed in prior to or on day of speech; sheet includes items such as sources, quotes, points of development, details, opening, conclusion, etc.)
- Peer and Self-Edit forms (a checklist type form)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
<u>How </u>will students uncover content and build skills.

Whole Class Instruction:

<u>Socratic Seminar</u>
- possible model texts can include the following:
   "Miss Teen South Carolina 2007" (Youtube.com)
   "Ty Young's Graduation Speech" (Youtube.com)
   "Obama's Favorite Subject in 8th Grade" (Youtube.com)
   "Iverson Practice" (Youtube.com)
   "The 7 Secrets" by Richard Greene (TedTalks.com)
   "Sometimes the Earth is Cruel" by Leonard Pitts (http://www.dallasnews.com/opinion/latest-columns/20100114-Leonard-Pitts-Sometimes-the-9424.ece)
   Various postings from thisibelieve.org and humansofnewyork.com
- possible topics in conjunction with the above sources may include the following:
   "What makes a speaker good/bad?"
   "What is more effective—logos, ethos or pathos?"
   "What do all good speakers have in common"
   "Are people instinctively verbal or is that a taught skill?"

<u>Mini- lessons</u>
- annotating articles
- modeling of isolated speaking elements and whole speech samples
- defining and identifying speech and film terminology
- finding, evaluating and utilizing resources in the LMC

<u>Other</u>
- Charades
- "Whose Line Is It Anyway" exercises
- Critiquing and analyzing film/art/music/contemporary culture within the realms of speech
- Presentation of final speeches
- Creation of visual aids
- Viewing of Slam Poetry via Youtube

Small Group Instruction:
- Defining and identify terminology within a text
- Annotating and discussing articles/essays
- Practicing speeches among small peer-circles
- Editing and revising prep sheets and speeches
- "Big Paper Carousel" (large post-its around the room with various topics on each; students travel in small groups to each paper and write thoughts on it while discussing previous group's writing)
- Completing work within text book

Individual Instruction:
- SSR
- Teacher-Student Conferences
- Research and evaluate sources
- Self-evaluation of speeches
- Completion of prep-sheets
- Complete work in text book

Films used:

Any/all of the following films/parts of films can be used for verbal critiques, examples of elements of film, impromptu speeches, and explanation of how characters are developed/evolved through speech and how speech affects persona

American Beauty
The King's Speech
Willy Wonka and the Chocolate Factory
Grease
The Green Mile
Ferris Bueller's Day Off
Dead Poet's Society
Poetry Lounge

Field Trips:

Experiencing speaking venues first-hand will allow students to see how public speaking skills are valuable, important and are necessary in daily life; field trips provide primary source material for speeches; any/all of the following field trip may be explored

Philadelphia Art Museum
Walnut Street Theater
Grounds for Sculpture

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Quizzes
- can be given on announced or unannounced basis
- topics can include terminology relating to specific types of speeches, assigned articles to read/annotate, and/or the material contained within others' speeches in order to measure listening
- editing and/or critique forms can be considered quiz grades as well

Tests
- not typically given in this course

Homework
- completing the preparation sheets prior to each speech; these are found the Teacher's Edition of the text book for this class OR can be self-generated
- Reader's/Writer's Notebook entries that act as an anticipatory set prior to a speech OR a reflection after a speech
    1. For example, prior to the monologue students can free write about their favorite book, play or movie. This writing may be used as source material from which to extract a monologue piece. Post speech, students can reflect on why those particular lines had meaning for them.
    2. For example, prior to the extemporaneous speech student can expand on their idea of what constitutes "small talk"; ideas then can be written on the board. The instructor can spontaneously call on a student to speak for 30 seconds on and topic written on the board. Students can reflect about the "on the spot" experience in the notebook and/or discuss why being able to speak on the spur of the moment intelligibly is a valuable skill.

Class discussion
- Socratic Seminars (see Part III)
- Speech Critiques
- Current events and controversial issues(electronic sources can include MSN, NYTimes, Issues and Controversies)
- Youtube, film, video clips to generate topics

Individual conferences
- held prior to or post each speech

Accommodations/Modifications:

Adherence to 504 plans and IEP's

Summative Assessments:

Benchmarks & final assessments   - N/A

Accommodations/Modifications:

Adherence to 504 plans and IEP's

Performance Assessments:

***any/all of these may be accompanied by various forms of visual aids; some of these can be done in pairs or groups; any/all of these may be delivered in the auditorium if time/space permits

1. "Show-N-Tell" – speech in which students bring 1 object significant to their childhood to explain and discuss
2. "Anecdote"- speech in which students tell a personal story from their past and how it has shaped who they are today
3. "Pet Peeve"- speech in which students explain an annoyance in their life with details as to why
4. "Informational"- speech in which students research a topic and disseminate facts
5. "Persuasive"- speech in which students use logos, ethos, pathos and organized points to convince audience of a claim
6. "Impromtu"- speech in which students receive and speak about a topic within the same 1 minute
7. "Demonstration"- speech in which students demonstrate how to complete a task
8. "Ceremonial"- students write a speech they would deliver at a graduation, wedding, awards show, press conference, etc.
9. "Phobia"- speech in which students outline their greatest fear
10. "Happiness Anthem"- speech in which students create a visual that contains what makes them most happy; the speech explains the who, what, why, how of the collage
11. "Memorization"- speech in which students memorize and deliver a passage from a movie, play, book or poem
12. "Slam Poem"- students write and deliver and original poem in spoken word style
13. Create an Edmodo account to post speeches, thoughts, ideas, pictures, etc and engage in teacher/student conferences, critiques and discussions on-line

Accommodations/Modifications:

Adherence to 504 plans and IEP's