

Public Speaking: Unit 1: What makes your heart sing? (Narrative)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> English - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. English - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. English -W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. English - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. English - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. English - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Transfer	
	<i>Students will be able to independently use their learning to speak and present in one's own, unique voice to effectively share a story by cultivating an invested audience.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS Why are stories shared?
Acquisition		
<i>Students will know...</i> - when a speaker delivers a message passionately, audience engagement increases. - effective speeches establish a nexus (connection) between the speaker's subject matter and their authentic investment in the topic.		<i>Students will be skilled at...</i> - writing effective, structured, detailed narratives to develop real or imagined experiences or events - producing clear and coherent writing appropriate to task, purpose, and audience - developing and strengthening writing through planning, revising, editing, and rewriting - using technology to produce, publish, and update individual or shared writing products - drawing evidence from texts to support analysis, reflection, and research - participating in a variety of discussions to express ideas clearly and persuasively

English - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. English - 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. English - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. English - 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. English - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	• when a speaker establishes credibility and trust with an audience, engagement and receptivity increases. • speeches must blend ethical appeal (ethos), logical reasoning (logos), and emotional appeal (pathos). • audiences psychologically gravitate toward emotional resonance (pathos). • a speaker must identify and develop a central message/insight, otherwise known as a punchline of a speech. • dramatic effect arises from the deliberate creation of anticipation combined with uncertainty. • a speaker should strive to evoke curiosity, interest, and wonder in an audience. • effective and natural delivery is achieved through deliberate rehearsal and refinement. • formative feedback during the developmental stages of a speech significantly enhances effectiveness. • vocal elements (tone, pace, pitch, and emphasis) and one's message are equally influential on the impact a speech has on the audience. • reviewing a recording of one's own speech will allow for a more objective self-assessment and reflection in order to improve.	• integrating multiple sources of information evaluating the credibility and accuracy of each source • evaluating a speaker's point of view, reasoning, and use of evidence • presenting information and evidence while conveying a perspective with a line of reasoning and addressing opposing perspectives • making strategic use of digital media • adapting speech to a variety of contexts and tasks
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	- body language serves as nonverbal communication (posture, gestures, facial expressions) and contributes to the effectiveness of a speech. - when properly managed, performance anxiety can enhance energy, focus and overall delivery. - establishing a consistent pre-presentation routine can improve confidence and delivery effectiveness. <u>Vocabulary:</u> passion, nexus, storytelling, ethos, logos, pathos, punchline, Unifying Theory of 2+2, brain-to-brain coupling, “10,000 Hour Rule,” practice, presence, register, timbre, prosody, pace, pitch, volume, body language, EBOSA (Eyes, Belly Out, Stretched Arms), “Power Pose”	
Content Area Literacy Standards		21st Century Skills
N/A		<i>communicate clearly</i> <i>use and manage information</i> <i>think creatively</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials