Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Public Speaking

Born On: August, 2024
Previous Revision: August, 2024
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: Public Speaking

Description of course:

Public speaking is not just about formal presentations. This course will address all the important aspects of public speaking, including but not limited to, audience, content and delivery. Students will be exposed to a variety of effective speeches from literature, history, film and current events. They will deliver informal and formal speeches on various topics - often impromptu - and will practice active listening techniques as audience members. By the end of the semester, students will have a firm understanding of all the important aspects of effective public speaking, will have put these techniques into practice, and will have self-assessed their speaking using video.

Pacing Guide: Semester Course

Unit + Time Frame
Unit 1: Impromptu Speaking (Ongoing)
Unit 2: What is public speaking? (1-2 weeks)
Unit 3: Types of speeches (4-5 weeks)
Unit 4: Building a speech (2-3 weeks)
Unit 5: Performing a speech (2-3 weeks)

Unit 6: The BIG speech (2 weeks)

Unit 1: Impromptu Speaking (Ongoing)

Stage 1 Desired Results		
SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5.	***Transfer***	
	Students will be able to independently use their learning to… *become increasingly more confident in their ability to participate in any situation in which public speaking is necessary.*	
	Meaning	***Acquisition***
	Students will understand (BIG IDEA) How to think on their feet How to engage an audience without preparation	*Students will know (CONTENT/SKILLS)* *What an impromptu speech is and how to deliver it.*

Stage 2 - Evidence	
Formative Assessments	**Summative Assessment(s)**
Weekly impromptu speech topics. Students will deliver short, timed speeches on randomly chosen topics on a weekly basis.	Final impromptu speech at the end of the semester will be layered in complexity and labeled by type (demonstrative, informative, persuasive, entertainment) and will be delivered for a longer period of time.

Stage 3 – Learning Plan	
Recommended Resources	***Summary of Key Learning Events, and Instruction***
How to handle impromptu speeches (video explaining	Early in the semester, students will be randomly assigned simple

impromptu speeches with tips) Impromptu speech topics (random impromptu speech generator) Diane Windingland's *Speech Class For Teens* (Mini-activities and lessons/dittos) 10 Ways to Have a Better Conversation 8 Ways Teens Can Improve Their Communication Skills	speech topics to deliver in a short time (:30-1:00) Topics might include: "how to chew bubble gum", "favorite smart- phone apps", or "common Llama afflictions" As the semester progresses, topics will become increasingly complex with greater time expectations. Topics might include: "stereotypes", "how to escape from prison", "advice for Little Red Riding Hood", "the meaning of life", or "you're the prey - convince the predator not to eat you!"

Unit 2: What is public speaking? (1-2 weeks)

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="3">SL.PE.11–12.1.
SL.II.11–12.2.
SL.ES.11–12.3.
SL.PI.11–12.4
SL.UM.11–12.5.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
deliver effective speeches in any class or situation
accurately and appropriately assess the quality of a speech as an audience member</td></tr>
<tr><td>Meaning</td><td>Acquisition</td></tr>
<tr><td></td><td>Students will understand (BIG IDEA)
that public speaking includes a variety of forums and contexts.
that though not all presentations are formal, all include the same basic skills
that delivery is as important, if not more, as content</td><td>Students will know (CONTENT/SKILLS)
the definition of public speaking
the rhetorical triangle and its application
the qualities of an effective speech
what it means to be an active audience member</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Formative Assessments</td><td colspan="2">Summative Assessment(s)</td></tr>
<tr><td>in-class discussion of strategies and speeches.
mini-activities using the rhetorical triangle.</td><td colspan="2">Students will watch a famous speech (cold) and analyze the speech for effectiveness using the rhetorical triangle and understanding of effective rhetorical strategies.</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="2">Recommended Texts</td><td>Summary of Key Learning Events, and Instruction</td></tr>
<tr><td colspan="2">http://www.americanrhetoric.com/ (includes top 100 speeches)
https://www.youtube.com/watch?v=RIZLJMOhQCE (How MLK wrote his speech “I have a dream”
http://study.com/academy/lesson/rhetorical-triangle-definition-example.html?scrlybrkr=c613364a (good video explaining the</td><td>Learn the elements of the rhetorical triangle.
Watch multiple speeches to discuss effectiveness and strategies.
Class discussion, graphic organizers, mini write-ups/reactions.
Apply rhetorical triangle to effective speeches.
Mini-lessons on active listening</td></tr>
</table>

rhetorical triangle) Diane Windingland's *Speech Class For Teens* (Mini-activities and lessons/dittos)	Introduce other units ahead (big picture) Pre-assess students strengths and weaknesses as public speakers Survey students regarding their concerns about speaking publicly

Unit 3: Types of speeches (4-5 weeks)

Stage 1 Desired Results		
SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5.	***Transfer***	
	Students will be able to independently use their learning to… *Identify a speech's type and use that information to better understand a speaker's purpose.* *determine the proper speech type for a given situation* *explore different approaches and styles when speaking publicly*	
	Meaning	***Acquisition***
	Students will understand (BIG IDEA) *that speech type is related to rhetorical triangle (audience, purpose, content)* *that there are specific types for certain occasions* *that regardless of type, all public speaking has the same basic qualities*	*Students will know (CONTENT/SKILLS)* *The 4 different types of speeches (demonstrative, informative, persuasive and entertaining)* *Both formal and informal examples of each type of public speaking.* *The differences between each speech and the components of each speech*

Stage 2 - Evidence	
Formative Assessments	**Summative Assessment(s)**
In-class discussion Mini-activities associated with each type	The summative assessment for this unit will be tied into "the BIG speech" (final project- unit 6).

of speech. Write and deliver a speech for each of the 4 types of speeches.	

Stage 3 – Learning Plan

Recommended Texts	***Summary of Key Learning Events, and Instruction***
Diane Windingland's *Speech Class For Teens* (Mini-activities and lessons/dittos) 4 Basic Types of Speeches (explains, with links, the four different basic types of speeches) American Rhetoric Analyzing Body Language - Presidential Debate PV LEGS activities Engaging an Audience Ted Talk Senator Obama's Speech at the 2004 DNC Steve Jobs introduces the iphone in 2007 Google CEO motivational speech Top 10 TED Talks of All Time Top 20 Speeches (informal/non-professional speakers) Leonardo DiCaprio's Powerful Climate Summit Speech	Identify and define each type by characteristics and support with examples. Types of speeches: Demonstrative Informative Persuasive Entertaining Chronology of unit: Introduce speech type Watch,analyze and discuss various examples of that type (formal and informal) Mini-lessons/activities for practice based on that type. Students write and deliver speech types. Provide examples from a variety of media: written text audio video film and literature Lessons that require students to determine the appropriateness of type for given speeches Historically significant speeches Speeches that motivate Memorable movie scenes Situational speech development activities

Unit 4: Building a speech (2-3 weeks)

Stage 1 Desired Results

SL.PE.11–12.1.
SL.II.11–12.2.
SL.ES.11–12.3.
SL.PI.11–12.4
SL.UM.11–12.5.

Transfer

Students will be able to independently use their learning to…
Walk into any given situation, analyze the audience and adapt content, organization, and visual aids to deliver an effective speech.

Meaning	***Acquisition***
Students will understand (BIG IDEA) *how to apply the rhetorical triangle when writing a speech* *that speech-writing is a lifelong skill*	*Students will know (CONTENT/SKILLS)* *the difference between formal and informal language* *effective vs ineffective opening strategies* *how to tailor a speech's length and content to a given audience/situation* *how to effectively organize a speech* *how to successfully implement visual aids into a speech* *effective editing techniques*

Stage 2 - Evidence

Formative Assessments	**Summative Assessment(s)**
multiple drafts of written speeches analysis of famous written speeches (FDR's draft)	Writing and delivering a speech (teacher choice based on type/scenario/etc.)

Stage 3 – Learning Plan

Recommended Texts	***Summary of Key Learning Events, and Instruction***
Erik Palmer's *Well Spoken* Part II: "Building a Speech"	Teacher instruction and mini-lessons/activities on:

Garr Reynolds' *The Naked Presenter* Chapter 2 Diane Windingland's *Speech Class For Teens* (Mini-activities and lessons/dittos) Demonstration Speech Guidelines How to Organize a Persuasive Speech or Presentation	Audience Content Organization Visual Aids Work on drafting and editing a written speech.

Unit 5: Performing a speech (2-3 weeks)

Stage 1 Desired Results

SL.PE.11–12.1.

SL.II.11–12.2.

SL.ES.11–12.3.

SL.PI.11–12.4

SL.UM.11–12.5.

Transfer

Students will be able to independently use their learning to…
Confidently deliver a speech on a variety of topics and for a variety of audiences.
Apply standard speech delivery techniques in everyday public speaking

Meaning	***Acquisition***
Students will understand (BIG IDEA) That there are many ways to alter a speech through delivery for effectiveness. That how you "appear" is as important as what you say.	*Students will know (CONTENT/SKILLS)* *to use poise to turn nerves into confidence* *to adjust voice for purpose (inflection, tone, etc)* *how to infuse emotion into their speeches* *the importance of eye contact and audience engagement* *the role of gestures and matching motions to words* *how to pace their speeches for powerful performance* *the art of the dramatic pause* *how to dress appropriately to effect ethos*

Stage 2 - Evidence

Formative Assessments	Summative Assessment(s)
Mini-lessons/activities (mini-speeches) focusing on each of the parts of performing a speech.	Students will *perform* a speech and only be graded on their *performance* aspect of that speech.

Stage 3 – Learning Plan	
Recommended Texts	***Summary of Key Learning Events, and Instruction***
Garr Reynolds' *The Naked Presenter* Presence in Presentation Handouts.pdf Erik Palmer's *Well Spoken Part III: Performing a speech* Diane Windingland's *Speech Class For Teens* (Mini-activities and lessons/dittos) 7 Memorable Ways to Open a Speech or Presentation How to Start a Speech: The Best (and Worst) Speech Openers 9 Tips to End a Speech With a Bang	Teachers will conduct mini-lessons with activities on the following parts of *performing* a speech: Poise Voice (inflection, articulation, volume, etc.) Emotion Eye Contact Gestures Speed Appearance (dressing the part) Teachers will show examples of each as well. Teachers will use rubrics in this section only pertaining to these elements of the speeches.

Unit 6: The BIG speech (2 weeks)

Stage 1 Desired Results		
SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5.	***Transfer***	
	Students will be able to independently use their learning to… Confidently deliver a speech to large and varied audiences for multiple purposes.	
	Meaning	***Acquisition***
	Students will understand (BIG IDEA) That you can deliver a speech on the same topic to different audiences with different purposes.	*Students will know (CONTENT/SKILLS)* All elements (previous units) of public speaking learned during the course of the semester.

	That using different techniques can affect the delivery and purpose of a speech.	

Stage 2 - Evidence

Formative Assessments	**Summative Assessment(s)**
Benchmarks for planning/preparing BIG speech. (choosing topic, peer editing, practice, planning, etc.)	Students will deliver a speech on a topic of their choosing. They will write and deliver TWO different speeches about the same topic, but will present to two different audiences (administration? elementary school kids? teachers?). If teacher chooses, the students could also change the TYPE of speech for each as well while maintaining the subject.

Stage 3 – Learning Plan

Recommended Texts	***Summary of Key Learning Events, and Instruction***
Garr Reynolds' *The Naked Presenter* Erik Palmer's *Well Spoken* Chapter 15: "Evaluating Speeches" (contains MANY rubrics to use throughout entire unit)	This will be the final project. Students will: brainstorm for a topic write a speech for two different audiences practice in front of peers and go through the editing process. invite audience to listen to speech delivery Deliver speech to two different types of audiences (NOT their classmates/peers……)