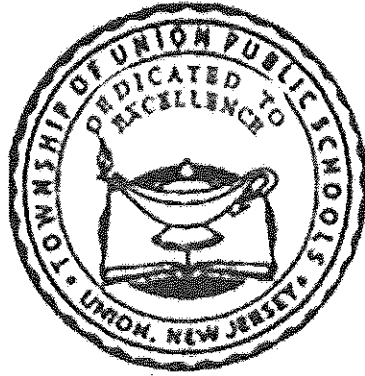


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN503
Public Speaking**

Adopted 6/2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Public Speaking consists of reading, writing, language, and speaking and listening skills. During instruction students learn the fundamentals of effective communication, and build social and workplace communication skills which enables them to become effective, confident, and informed speakers who are developing the necessary awareness and abilities to critically analyze, evaluate, and critique the speeches of others. The initial focus is on building the foundational mechanics of oral delivery. Students refine vocal presentation techniques by developing conscious awareness of proper voice usage. They practice proper pronunciation and articulation of words and pauses to achieve effective oral delivery using the conventions of Standard English.

Through exposure to text and oral versions of famous speeches students develop awareness and appreciation for techniques used by powerful speakers. Oral delivery presentations include the application of valuable literacy skills such as researching; taking notes and generating supporting material; selecting a topic; determining purpose; composing a thesis; developing main points; outlining the speech and separating it into major and minor parts; selecting and using presentation aids; identifying and adapting to the audience; and delivering the speech.

Students participate in the speech-making process by responding to cross-content, career-related topics, or topics of personal interest that pertain to civic, global, health and wellness, arts and humanities, or other technology issues. They apply learned skills to deliver effective narrative, informative, demonstrative and persuasive speeches. In the process, students develop an awareness of the audience. They also learn nonverbal behavior skills such as establishing eye contact, controlling posture, using appropriate facial expressions and hand gestures to clarify messages, and paying attention to grooming and clothing choices. In addition, students learn to listen critically and apply rubric criteria to evaluate oral presentations

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1		W.10-12.4, W.10-12.5, W.10-12.6	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.6
Unit 2	RI.10-12.1	W.10-12.2, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6
Unit 3	RI.10-12.1	W.10-12.2, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6
Unit 4	RI.10-12.4, RI.10-12.8	W.10-12.1, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	20 days (½ marking period)
Unit 2	20 days (½ marking period)
Unit 3	20 days (½ marking period)
Unit 4	20 days (½ marking period)

Unit 1: Introduction to Public Speaking

Unit Summary

Unit 1 encompasses the basics of Public Speaking. The major themes included in this Unit are: Communication in Daily Life, Delivery Skills, Stage Fright, Verbal and Nonverbal Communication, Diction and Language Skills.

Essential Questions

- What skills does one need to deliver an effective speech?
- How does the delivery of a speech affect its overall impact and efficacy?
- How does the content and organization of a speech affect its overall impact and efficacy?
- Why do people fear speaking in front of others, and how can a speaker effectively address such fears?
- What are the benefits of good public speaking skills?
- What are the different purposes for which one may deliver a speech?
- How can one prepare for a speech?
- What are the ways to organize speeches?
- How can nonverbal communication affect a speech?
- How does an audience affect a speech?
- How may a speaker gain confidence?
- What ethical responsibilities must a speaker meet?

Writing

Critical Knowledge and Skills	Standards
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6

Suggested Materials/Educational Resources

Essential Speech ch. 1 and 2
Self- reflection handout

Speaking and Listening	
Critical Knowledge and Skills	Standards
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
Suggested Materials/Educational Resources	
Best/worst Visuals PowerPoint Knowing Your Audience handout Interview Questions for classmates	

LANGUAGE	
Critical Knowledge and Skills	Standards
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
Suggested Materials/Educational Resources	
Public Speaking Vocabulary Handout	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
"All About Me" outline Notecards Answers to questions from ch. 1-2 Self-reflection writing piece	"All About Me" Speech	
District/School Texts	District/School Supplementary Materials	
<i>Essential Speech</i>	N/A	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Multi- paragraph speech	Understanding of speech form	Writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://www.ted.com/talks/julian treasure how to speak so that people want to listen

Unit 2: Demonstrative Speech

Unit Summary

The unit on Demonstrative Speeches continues to expand upon the basics of Public Speaking. A demonstrative speech can either convey information about a topic or explain how to do something. Another important aspect of this unit is the incorporation of a successful visual aid either in the process or demonstration. This unit of study also touches upon inclusion of the audience as a focus of the speech itself.

Essential Questions

- What is a demonstrative speech?
- What strategies and techniques contribute to an effective demonstrative speech?
- How do we use audience analysis to incorporate word choice and organization into our speeches?
- How do we use an introduction to gain the audience's attention?
- How do we reinforce delivery skills?
- How do we organize the main points of a demonstrative speech?
- How do we conclude a demonstrative speech and know it has achieved its objectives?

READING

Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
Suggested Materials/Educational Resources	
Evaluate a Website <i>Essential Speech</i> pg. 407 Evaluating Media Handout	

WRITING

Critical Knowledge and Skills	Standards
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	
Develop and strengthen writing for a specific purpose and audience.	W.10-12.4
	W.10-12.5
Use technology to produce, share and update.	W.10-12.6
Conduct short as well as more sustained research projects to answer a question	W.10-12.7
Gather relevant information from multiple	W.10-12.8

authoritative print and digital sources, using advanced searches effectively	
Suggested Materials/Educational Resources	
Demonstrative Speech PowerPoint (instructional) Demonstrative Speech example outline Oral Footnote Notes	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
Suggested Materials/Educational Resources	
Demonstrative Speech PowerPoint (instructional) Oral Footnote PowerPoint (instructional) <i>Essential Speech</i> ch. 5 and ch. 9	

LANGUAGE	
Critical Knowledge and Skills	Standards
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
Suggested Materials/Educational Resources	
Demonstrative Speech PowerPoint (instructional) Demonstrative Speech Vocabulary Handout	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Demonstrative outline Notecards Answers to questions from ch.5 and ch. 9 in <i>Essential Speech</i> . Research activities	Demonstrative Speech with Visual Presentation
District/School Texts	District/School Supplementary Materials
<i>Essential Speech</i>	N/A

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Multi- paragraph speech	Understanding of speech form	Writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://www.youtube.com/watch?v=q-Gv5aDWjLo

Unit 3: Informative Speech

Unit Summary

Informative Speeches are intended primarily to show, inform or clarify an idea or a process. The subjects of informative speeches are people, events, objects, processes or concepts. While they may provide one's audience with new information, Informative Speeches generally provide more in-depth information about concepts or processes. Thus, a major focus of the Informative Speech is proper research and use of visual aids, skills which are integral to the development of effective communication skills. It is strongly encouraged to introduce the the skill of finding credible sources for information.

Essential Questions

- How can you make speeches to inform as effective as possible?
- How do speeches for special occasions differ in content and organization?
- How does drawing upon prior knowledge affect delivery?
- What elements create a moving and effective speech? (tonal inflection, diction, rhetorical strategies)
- What makes a speaker engaging? (visual aids during speech, inflection in voice)
- What are the elements of effective delivery?
- How does word choice impact?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
Suggested Materials/Educational Resources	
<i>Essential Speech</i> ch. 12	

WRITING	
Critical Knowledge and Skills	Standards
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6
Conduct short as well as more sustained research projects to answer a question	W.10-12.7

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively	W.10-12.8
Suggested Materials/Educational Resources	
Informative Speech PowerPoint (instructional) Informative Speech example outline	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
Suggested Materials/Educational Resources	
Informative Speech PowerPoint (instructional) <i>Essential Speech</i> pgs. 222-231	

LANGUAGE	
Critical Knowledge and Skills	Standards
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
Suggested Materials/Educational Resources	
Informative Speech PowerPoint (instructional) Informative Speech Vocabulary Handout	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Informative outline Informative Proposal Works Cited Page/ Source analysis Notecards Answers to questions from ch.12in <i>Essential Speech</i> . Research activities	Informative Speech with visual presentation
District/School Texts	District/School Supplementary Materials
<i>Essential Speech</i>	N/A



District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Multi- paragraph speech	Understanding of speech form	Writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://www.youtube.com/watch?v=d5GecYjy9-Q

Unit 4: Persuasive Speech

Unit Summary

Persuasive Speeches are intended to influence the opinions, beliefs, attitudes, values, and acts of others; it is important for students to understand the sequential and hierarchical nature of the aforementioned terms; in other words, they need to realize that opinions are the easiest to change, and actions the hardest. A Persuasive Speech requires one's audience to make choices; these choices may range from slight shifts in opinion to wholesale changes in behavior. Given the nature and goals of the Persuasive Speech, this is the portion of the course where the introduction of the concepts *ethos*, *pathos*, and *logos* is most important. During this unit Monroe's Motivated Sequence is also a major theme. It is strongly encouraged to introduce/reinforce the the skill of finding credible sources for information.

Essential Questions

- What are the objectives and purposes for a persuasive speech?
- How can we use logical, emotional and ethical appeal in a persuasive speech?
- How do the steps of Monroe's Motivated Sequence affect the outcome of a speech to persuade?
- What are the most effective ways to organize a persuasive speech?
- How can we avoid faulty reasoning techniques?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
Suggested Materials/Educational Resources	
<i>Essential Speech</i> ch. 13	

WRITING	
Critical Knowledge and Skills	Standards
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6
Conduct short as well as more sustained	W.10-12.7

research projects to answer a question Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively	W.10-12.8
Suggested Materials/Educational Resources	
Persuasive Outline Sample Ethos, Logos, Pathos PowerPoint Monroe's Motivated Sequence PowerPoint	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
Suggested Materials/Educational Resources	
Persuasive Speech PowerPoint (instructional) Ethos, Logos, Pathos PowerPoint (instructional) Monroe's Motivated Sequence PowerPoint (instructional)	

LANGUAGE	
Critical Knowledge and Skills	Standards
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
Suggested Materials/Educational Resources	
Persuasive Speech Vocabulary Handout Persuasive Speech PowerPoint (instructional)	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Persuasive Outline Persuasive Proposal Works Cited Page/ Source analysis Notecards Answers to questions from ch.13 in <i>Essential Speech</i> . Research activities	Persuasive Speech with visual presentation

District/School Texts		District/School Supplementary Materials	
<i>Essential Speech</i>		n/a	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Multi- paragraph speech	Understanding of speech form	Writing conventions	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://www.ted.com/surpriseme?minutes=60&talks=1996%2C1183%2C1350%2C1992%2C587%2C1730&token=J%2FIMGZlmgA0Z5nfhDdSIGZQ%3D%3D&rating_word_id=24