

Public Speaking–2015

Course Description: Public Speaking is a full year course designed to provide students with the specific skills and strategies necessary to improve their ability to communicate in various speaking situations. Students in Public Speaking study the basic elements of the communication process, practical and social communication skills, and the importance of working together in groups. In addition, students are required to plan, prepare and present a variety of speeches including the following: anecdote, demonstration speech, speech to inform, speech to inspire, speech to persuade, and group discussion.

PCTI Curriculum Unit Planner

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Communication Process		
NJSL Standard(s) Addressed			
ELA-Literacy. RI			
<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>			
ELA-Literacy .W			
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2. 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.</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>			

W.9-10.4. 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.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. 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, and audiences.

ELA-Literacy. SL

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

SL.9-10.2. 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.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

ELA-Literacy. L

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions (3-5)

- How can a speaker deal appropriately with stage fright by incorporating the planks of confidence?
- How does listening affect the communication process?
- How can both verbal and non-verbal communication impact the communication process?
- How do communication skills affect one's life personally, professionally and socially?

Anchor Text

Randall McCutcheon, James Schaffer, and Joseph R. Wycoff. *Glencoe Speech*. Columbus: McGraw-Hill Companies, 2009. Print.

Informational Sources (3-5)

Hunter G. Hoffman. "Virtual Reality Therapy". *Scientific American*. August 2004: 58-65. Print.
Morey Stettner. "New Ways to Conquer Stage Fright"
Aubato, Steve. *Speak from the Heart*. New York: The Free Press, 2002.

Suggested Speaking Assessments

Partner Interview and
Introduction Two Truths and a Lie
Various Ice Breaker
Activities Joke- Memorized
Personal Anecdote-Memorized
Group Presentation-Extemporaneous

Suggested Writing Assessments

Daily Journal
Research Simulated Task: Respond to prompt evaluating the use of virtual reality in overcoming stage fright and other phobias.
Prepare outline of anecdote summary
Prepare written lesson plan for group presentation

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Communication Process		
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> ○ <i>Blackboard</i> ○ Multimedia presentations (PowerPoint, Prezi, et al) ○ Teacher Generated Handouts ○ Cooperative Learning Techniques ○ Online Library Databases ○ <i>McGraw Hill Online Learning Center</i> http://glencoe.mheducation.com/sites/0078807808/student_view0/index.html ○ <i>Rudolph F. Verderber- Speech for Effective Communication</i> ○ <i>Stephen Lucas -The Art of Public Speaking</i> ○ <i>PRPSA Survey</i> ○ <i>20/20 Video Gender Listening</i> http://d1025403.site.myhosting.com/files.listen.org/Videos%20and%20photos/20_20GenderListening.mov ○ <i>"7 Keys to Listening That Will Win You Friends, Improve Your Marriage, Boost Your Profits, And Make People Want To Follow You Anywhere!"</i> http://www.stresscure.com/relation/7keys.html ○ <i>Web Quest "Charting the History of Hip"</i> http://www.npr.org/templates/story/story.php?storyId=4175091 ○ Handouts : Greetings from Around the World/Gestures from Around the World ○ Body language http://www.howcast.com/videos/10608-How-To-Interpret-Body-Language/ ○ Gestures from around the world https://www.youtube.com/watch?v=fa_GCK-Czqs ○ <i>Discovery Education- Perfect Communication</i> ○ <i>Non-Verbal Cartoon</i> ○ <i>Discovery Education- It's Not What You Say</i> ○ <i>TED Talks – "The Science of Stage Fright"</i> https://youtu.be/K93fMnFKwfl ○ <i>Individual Rubrics for Speeches</i> ○ <i>Communication Quotes</i> http://www.essentiallifeskills.net/communicationquotes.html 			
Suggested Time Frame:	10 Weeks		

PCTI Curriculum Unit Planner

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Effective Use of Speech, Language and Delivery		
NJSL Standard(s) Addressed			
ELA-Literacy. RI			
<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>			
<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>			
<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>			
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>			
<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>			
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>			
<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>			
<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>			
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>			
<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>			
ELA-Literacy. W			
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purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

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SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.9-10.2. 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.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

ELA-Literacy. L

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PCTI Curriculum Unit Planner

- Does the appropriate use of standard American English effect you professionally and/or socially?
- How can a language change by societal influences?
- How are the processes of articulation and voice production used for effective speech delivery?
- How does the method of delivery change the preparation and format of a speech?

Anchor Text

Randall McCutcheon, James Schaffer, and Joseph R. Wycoff. *Glencoe Speech*. Columbus: McGraw-Hill Companies, 2009. Print.

Informational Texts (3-5)

Isger, Sonja. "Sign Language for Babies Gets the Thumbs Up." *Palm Beach Post (West Palm Beach, FL)*. Jan. 12 2002: 1D+. *SIRS Issues*

Researcher. Web. 23 Jul. 2015.

Schlinger, Henry D. "The Almost Blank Slate." *Skeptic Vol. 11 No.2*. Vol. 11 No.2 2004: 34-43. *SIRS Issues*

Researcher. Web. 23 Jul.

2015.

Friedman, Robin. "Youth Speak." *U.S. SOCIETY & VALUES*. Aug. 2007: 13-15. *SIRS Government Reporter*. Web. 23 Jul. 2015.

Suggested Speaking Assessments

Demonstration Speech—Extemporaneous (15 minutes)
Inspirational Speech- Manuscript (5-10 minutes)

Suggested Writing Assessments

Daily Journal

Communication Log Journal

Demonstration Outline

Inspirational Essay ("The Angel In My Life")

Research Simulated Task: Respond to prompt after reading articles on language acquisition.

Resources (websites, Blackboard, documents, etc.)

- *Blackboard*
- Multimedia presentations (PowerPoint, Prezi, et al)
- Teacher Generated Handouts
- Cooperative Learning Techniques
- Online Library Databases
- *McGraw Hill Online Learning Center*
http://glencoe.mheducation.com/sites/0078807808/student_view0/chapter1/activity.html
- *Rudolph F. Verderber- Speech for Effective Communication*
- *Stephen Lucas - The Art of Public Speaking*
- Discovery Streaming Video "It's Not What You Say"

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Effective Use of Speech ,Language and Delivery		
	<ul style="list-style-type: none"> • Discovery Streaming Video “The Human Voice” Part 2 • Discovery Streaming Video “Standard Deviants School Public speaking : Conquering Stage Fright” • <i>You Tube Amy Walker “21 Accents</i> https://www.youtube.com/watch?v=3UgpfSp2t6k&feature=my_favorites&list=FLPViq2D4keU_XB1X0piL9jg • <i>Stephen Lucas DVD – “The Art of Public Speaking Sample Speeches “</i> • Center for Learning- <i>Speech</i> • Articulation and Phonation Diagrams • Slang websites http://local.aaca.org/bntc/slang/slang.htm • http://www.fiftiesweb.com/fashion/slang.htm • “Can You Figure Out the Meaning of Centuries Old Slang?” http://time.com/3474442/slang-words-time-and-place/ • Speech Accent Archive http://accent.gmu.edu/ • <i>Person to Person Workbook: Handout “Language Changes”</i> • Flippity.net • Center for Learning -<i>Creative Dramatics (Pitch-Tone of Voice Activity)</i> • International Phonetic Alphabet transcription http://www.photransedit.com/Online/Text2Phonetics.aspx • “American Tongues” Documentary on Dialects across the United States 		
Suggested Time Frame:	10 Weeks		

PCTI Curriculum Unit Planner

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Speech Preparation and Process		
NJSL Standard(s) Addressed			
ELA-Literacy. RI			
<p>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.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>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., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>			
ELA-Literacy. W			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or</p>			

consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

PCTI Curriculum Unit Planner

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.

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.

ELA-Literacy. SL

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.

ELA-Literacy. L

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PCTI Curriculum Unit Planner

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions (3-5)

- How does one use the media center and its on-line resources to effectively research a selected topic?
- How do effective speakers prepare for a video-taped presentation and use self-evaluation to improve future public speaking experiences?
- How does peer evaluation of a speech improve a speaker's presentation skills?

Anchor Text

Randall McCutcheon, James Schaffer, and Joseph R. Wycoff. *Glencoe Speech*. Columbus: McGraw-Hill Companies, 2009. Print.

Informational Texts (3-5)

Online Library Databases on various informational topics (as selected by students)
OPAC Resources- Non-Fiction Books/Reference Books

Suggested Speaking Assessments

Informative Speech -Extemporaneous(15 minutes)
Impromptu Speech

Suggested Writing Assessments

Daily Journal
Informative Speech Outline using the Harvard Outline System (Introduction, Body, Conclusion)
Impromptu Outline (Introduction, Body, Conclusion)
Various practice outline worksheets
Self-Evaluation Essay

Resources (websites, Blackboard, documents, etc.)

- *Blackboard*
- Multimedia presentations (PowerPoint, Prezi, et al)
- Teacher Generated Handouts
- Cooperative Learning Techniques
- Online Library Databases
- *McGraw Hill Online Learning Center*
http://glencoe.mheducation.com/sites/0078807808/student_view0/chapter1/activity.html
- *Rudolph F. Verderber- Speech for Effective Communication*
- *Stephen Lucas -The Art of Public Speaking*
- *Stephen E. Lucas DVD Video "Introductions, Conclusions, and Visual Aids"/"Sample Speeches"*
- *Discovery Education- "Perfect Communication"*
- *Discovery Streaming "Public speaking Strategies"*
- Peer/Self Evaluation Rubrics

Suggested Time Frame: 10 Weeks

PCTI Curriculum Unit Planner

Content Area:	Public Speaking	Grade(s)	10-12
Unit Plan Title:	Persuasive/Impromptu Speaking		
NJSL Standard(s) Addressed			
ELA-Literacy. RI			
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PCTI Curriculum Unit Planner

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.

ELA-Literacy. SL

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.

ELA-Literacy. L

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PCTI Curriculum Unit Planner

Essential Questions (3-5)	
<ul style="list-style-type: none"> • How are logos, pathos and ethos used in persuasive speaking? • How can the different types of reasoning be used in persuasive speaking? • How does one use the Monroe-Motivated Sequence as an outline for a persuasive speech? • How can the different types of audiences influence a speaker's presentation? 	
Anchor Text	
Randall McCutcheon, James Schaffer, and Joseph R. Wycoff. <i>Glencoe Speech</i> . Columbus: McGraw-Hill Companies, 2009. Print.	
Informational Texts (3-5)	
Online Library Databases on various persuasive topics (as selected by students) OPAC Resources- Non-Fiction Books/Reference Books	
Suggested Speaking Assessments	
Persuasive Speech (Extemporaneous) 10-12 minute Impromptu Speeches	
Suggested Writing Assessments	
Daily Journal Monroe-Motivated Sequence Persuasive Speech Outline Self-Evaluation Essay	
Resources (websites, Blackboard, documents, etc.)	
<ul style="list-style-type: none"> ○ <i>Blackboard</i> ○ Multimedia presentations (PowerPoint, Prezi, et al) ○ Teacher Generated Handouts ○ Cooperative Learning Techniques ○ Online Library Databases ○ <i>McGraw Hill Online Learning Center</i> http://glencoe.mheducation.com/sites/0078807808/student_view0/chapter1/activity.html ○ <i>Rudolph F. Verderber- <u>Speech for Effective Communication</u></i> ○ <i>Stephen Lucas -<u>The Art of Public Speaking</u></i> ○ <i>Stephen E. Lucas DVD Video "Introductions, Conclusions, and Visual Aids"/"Sample Speeches"</i> ○ <i>Discovery Education- " Persuasive Speech"</i> ○ <i>Discovery Streaming- "Standard Deviants Teaching Systems: English Composition"</i> ○ <i>Video " The Great Debaters"</i> ○ Peer/Self Evaluation Rubrics 	
Suggested Time Frame:	10 Weeks