

**Domain:** Public Speaking/ELA- MP 1-4

**Course Description:** Public Speaking strives to identify and develop the maximum potential of the individual student to help her/him communicate more effectively by using techniques that are consistent with good current methodologies. The course intends to be student oriented - allowing the learner ample opportunity to learn speech theory and technique, construct good speech outlines and scripts from models, and rehearse and deliver effective rhetoric - utilizing the personality, character, knowledge, and speech training of the teacher. The students will be required to utilize audio/visual aids and technology as much and as often as possible, including but not limited to overhead projectors/cameras, audio, video, Powerpoint and other available resources. The sequential program will provide training for all students in grades 9, 10, 11, and 12 on an elective basis at all levels. Also it is an articulation of a wide variety of speech skills and performances, including but not limited to: demonstrative, informative, persuasive/argumentative, dramatic, debate, and extemporaneous modes of speech.

**Cluster:** Grades 9-12

**Standards:** [SL.11-12.1](#), [SL.11-12.2](#), [SL.11-12.3](#), [SL.11-12.4](#), [SL.11-12.5](#), [SL.11-12.6](#), [W.11-12.1](#), [W.11-12.2](#), [W.11-12.3](#), [W.11-12.4](#), [W.11-12.5](#), [W.11-12.6](#), [W.11-12.7](#), [W.11-12.8](#), [W.11-12.9](#), [W.11-12.10](#)

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> <li>● What skills does one need to deliver an effective speech?</li> <li>● How does the delivery of a speech affect its overall impact and efficacy?</li> <li>● How does the content and organization of a speech affect its overall impact and efficacy?</li> <li>● Why do people fear speaking in front of others, and how can a speaker effectively address such fears?</li> <li>● What are the benefits of good public speaking skills?</li> <li>● What are the different purposes for which one may deliver a speech?</li> <li>● How can one prepare for a speech?</li> <li>● How may a person deliver an effective speech in an impromptu situation?</li> <li>● What are the ways to organize speeches?</li> <li>● What is the difference between hearing and listening?</li> </ul>	<ul style="list-style-type: none"> <li>● Communication involves both speaking and listening.</li> <li>● Communicators are senders and receivers of information.</li> <li>● Communication involves exchanging both verbal and non-verbal information.</li> <li>● Public speaking is an important skill that can be applied in a variety of modes to a variety of different situations.</li> <li>● A speaking opportunity must be analyzed in terms of purpose, audience, speaker, and message.</li> <li>● Effective speakers critically evaluate other speakers and are able to articulate suggestions into constructive feedback.</li> <li>● An effective public speaker may inform, persuade, entertain, inspire, and more.</li> <li>● Utilizing Aristotle's concepts of Ethos, Logos, and Pathos will help yield more effectively</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>● Assigns and presents a variety of both formal and informal tasks that prompt conversation, interaction, and the possible defense of ideas – formal debate, journal writing, impromptu topics, etc.</li> <li>● Defines and models the effective use of a variety of rhetorical terms and speaking principles.</li> <li>● Models, illustrates, or teaches various methods of interacting with peers and audience in a positive way.</li> <li>● Provides opportunities for students to identify key speaking principles in order to establish clear connections between their own language, the language of peers, and professional language.</li> <li>● Provides opportunities to engage in formal, semi-formal, and informal discussion situations in order to emphasize the importance and the dimensions of interpersonal communication.</li> <li>● Encourages speaking, talking, and discussion of ideas/beliefs both inside and outside of the classroom via analysis of real-world experiences and</li> </ul>

<ul style="list-style-type: none"> <li>• What steps may a person take to improve his or her speaking and listening skills?</li> <li>• What are the major obstacles to effective listening?</li> <li>• What is communication?</li> <li>• How can nonverbal communication affect a speech?</li> <li>• What are the elements of an effective speech?</li> <li>• How does an audience affect a speech?</li> <li>• How may a speaker gain confidence?</li> <li>• How does a speech demonstrate a speaker's confidence?</li> <li>• What ethical responsibilities must a speaker meet?</li> <li>• How may visual aids be used effectively in a speech?</li> <li>• How may technology be usefully employed by an effective speaker?</li> <li>• What elements must a speaker consider before writing and delivering a speech?</li> <li>• Why is practice vital?</li> <li>• How may a speaker effectively utilize supporting materials and information?</li> <li>• How should a speech be organized?</li> <li>• How may research improve the content of a speech?</li> <li>• What stylistic and/or rhetorical techniques may improve a speech, and how should a speaker incorporate them?</li> <li>• What does it mean to offer constructive feedback?</li> <li>• How should a speaker apply constructive feedback?</li> <li>• How is a debate different from other speaking opportunities?</li> <li>• How should literature be interpreted orally?</li> <li>• What oratory elements lead to effective delivery?</li> <li>• How can a speaker ensure clarity?</li> <li>• How is public speaking similar to and different from everyday conversation?</li> </ul>	<p>written speeches, especially in the persuasive mode.</p> <ul style="list-style-type: none"> <li>• An effective public speaker considers the audience and demonstrates pathos by adapting the speech as needed to fit the needs of the audience.</li> <li>• An effective public speaker demonstrates outstanding ethos.</li> <li>• An effective public speaker utilizes sufficient and cogent information to create sound logos.</li> <li>• An effective public speaker is also a willing and competent listener.</li> <li>• Effective speakers may gain confidence through relaxation and stress-reduction techniques, preparation and planning, and practice.</li> <li>• Effective speakers are able to apply the constructive feedback offered to them by others when appropriate.</li> <li>• Effective speakers modulate their voice, tone, and content to apply appropriately in informal and formal situations.</li> <li>• Effective speakers minimize the use of verbalized pauses.</li> <li>• Effective speakers select suitable topics according to the required speech purpose, personal interests/skills, and the audience's interests.</li> <li>• Effective speakers understand and apply the benefits of self-evaluation and peer-evaluation.</li> <li>• Effective speakers utilize and incorporate technology as needed to enhance speeches.</li> <li>• Effective speakers recognize the importance of body language in communicating ideas.</li> <li>• Effective speakers are physically, verbally, and vocally expressive.</li> <li>• Effective speakers successfully analyze theme, characterization, and tone in order to interpret a variety of literary genres vocally and physically.</li> <li>• Appropriate use of kinesics can improve the overall effect of a speech; inappropriate use of kinesics can distract or detract from the speech.</li> </ul>	<p>—imagined    /simulation exercises. Incorporates sources, including but not limited to historical texts, prose fiction, contemporary reference texts or periodicals, drama, poetry, film, etc.</p> <ul style="list-style-type: none"> <li>• Provides resources include supplementary works found in printed materials, web sites, and multimedia</li> <li>• Creates a supportive atmosphere in the classroom where students are encouraged to listen, think, and openly respond to both teacher and peers.</li> <li>• Creates a real context to perceive the benefits of effective listening and subsequent inquiry.</li> <li>• Plans time for peer —question and answer    or workshop/suggestion sessions before, during, or after tasks or speeches to focus on strengths and weaknesses.</li> <li>• Models, illustrates, or teaches constructive ways of interacting with other speakers and commenting on the content of their speech.</li> <li>• Prepares students for a multitude of speaking experiences outside of the classroom by presenting them with activities modeled after contemporary, extracurricular contexts including those dealing with vocation, parents, superiors, peers, etc.</li> <li>• Incorporates sources, including but not limited to historical texts, prose fiction, contemporary reference texts or periodicals, drama, poetry, film, etc.</li> <li>• Provides resources include supplementary works found in printed materials, web sites, and multimedia.</li> <li>• Assigns a diverse set of tasks/speaking situations such as persuasive, informational, demonstrative, personal, dramatic, interpretive, and analytical speeches.</li> <li>• Introduces the vocabulary and meta-language necessary to comment precisely on the speech patterns of professional speakers/authors, peers, and themselves.</li> <li>• Defines and models the effective, articulate, fluent use of language in both formal and informal discourse.</li> <li>• Demonstrates and incorporates opportunities for effective delivery strategies (e.g., eye contact, kinesics/body language, inflection, volume, intonation, articulation) on a daily basis.</li> <li>• Models, illustrates, or teaches a variety of organizational strategies such as focusing idea, Monroe's Motivated Sequence, repetition, transition words, etc.</li> </ul>
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<ul style="list-style-type: none"> <li>• How does a speaker ensure that a speech is appropriate for a particular audience?</li> <li>• How does a speaker ensure effective ethos, logos, and pathos?</li> <li>• How and what can speakers learn from exemplars?</li> <li>• What makes a speech unforgettable?</li> <li>• How may a speaker best connect with an audience?</li> <li>• How may a speaker improve vocally, physically, and verbally?</li> <li>• What criteria should one use to evaluate a speech?</li> <li>• Why is self-evaluation important?</li> <li>• What makes a speaker genuine?</li> <li>• What motivates an audience?</li> <li>• How may a student incorporate public speaking skills into all classes and future endeavors?</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate use of eye contact helps a speaker connect with and engage the audience.</li> <li>• Eye contact helps the speaker exude confidence.</li> <li>• There are a variety of methods speakers can use to combat stage fright.</li> <li>• A speaker's tone must match the content of the speech and the occasion for the speech.</li> <li>• In the course of a debate, an effective speaker utilizes appropriate methods of discourse and presents disagreements in a respectful but well-supported manner.</li> <li>• An effective speaker utilizes pauses and vocal modulation to enhance speeches and help convey meaning.</li> <li>• An effective speaker modulates pace to allow the audience sufficient time to process and/or respond to information.</li> <li>• An effective speaker practices and rehearses speeches.</li> <li>• Appropriate visual aids may enhance presentations.</li> <li>• Collaboration may help speakers prepare more effective speeches.</li> <li>• Effective collaborative speeches utilize and feature the strengths of all participants.</li> <li>• Effective public speakers do not undermine their own ethos or that of co-presenters.</li> <li>• Effective public speaking skills help to build self-esteem.</li> <li>• There is a difference between listening and hearing; effective public speakers master both skills.</li> <li>• Outlines are a useful tool for preparing speeches.</li> <li>• Monroe's Motivational Sequence may be effectively applied to a persuasive speech.</li> <li>• Effective public speakers analyze audiences and situations and, accordingly, incorporate appropriate language choices (general language vs. specific jargon, etc.)</li> <li>• Effective public speakers avoid the use of slang and clichés.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a classroom atmosphere which encourages interaction, inquiry, and the free, fluid exchange of ideas.</li> <li>• Incorporates sources, including but not limited to historical texts, prose fiction, contemporary reference texts or periodicals, drama, poetry, film, etc.</li> <li>• Provides resources include supplementary works found in printed materials, web sites, and multimedia.</li> </ul>
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- Effective public speakers utilize stylistic and/or rhetorical devices when appropriate.
- Effective public speakers conduct necessary research to find and incorporate accurate, relevant, and thorough support.
- Effective public speakers organize their information and utilize transitional devices.
- Understanding propaganda techniques can help analyze the merits of a persuasive speech.
- Logical Fallacies will detract from the persuasive merits of a speech.
- Application of Maslow's hierarchy of needs can illustrate whether or not a proposal offered in a speech will successfully satisfy an audience.
- A speaker's oral interpretation may add to the dramatic impact of a piece of writing.
- A speaker's word choice may affect an audience's reaction to a speech.
- The efficacy of a speaker affects the impact and clarity of a speech's overall message; Ineffective delivery of a speech may render the speech's content meaningless.

Master Objectives	Sample Questions	
<ul style="list-style-type: none"> <li>● Students will support a position integrating multiple perspectives.</li> <li>● Students will support, modify or refute a position in small or in large-group discussions.</li> <li>● Students will assume leadership roles in student – centered discussions, projects, debates, and forums.</li> <li>● Students will summarize and evaluate tentative conclusions based on context and the specific nature of a particular audience in order to take the initiative to move discussions to the next stage.</li> <li>● Students will critically and creatively listen to speakers/authors in order to recognize main ideas and purpose/intent.</li> <li>● Students will participate actively to explore questions and to consider perspectives. Students will ask prepared and impromptu follow-up questions in interview and post-speech situations.</li> <li>● Students will recognize, analyze, evaluate, and modify nonverbal clues in relation to a speaker’s/author’s intended message and to aid in the delineation between fact and opinion.</li> <li>● Students will respond to audience questions by providing clarification, illustration, definition, and elaboration.</li> <li>● Students will speak for a variety of purposes and to a wide array of possible audiences.</li> </ul>	<ul style="list-style-type: none"> <li>● You plan to give a speech on the three most popular approaches to quit smoking. Your most likely choice for a speech design would be: a. sequential. b. categorical. c. hierarchical. d. Chronological.</li> <li>● A speech describing the major wine regions of California is best structured using a design: a. varietal b. sequential c. generic d. Spatial</li> <li>● When you want to illustrate your point by giving a specific instance of what you are discussing, you should use which of the following types of supporting materials: a. Examples b. Testimonial Evidence c. Statistics d. Analogies</li> <li>● The body of the speech: a. Introduces the topic to the audience. b. Helps provide the audience an introduction to your credentials as a speaker on the topic. c. Expands upon the main points previewed in the preview statement. d. All of the above.</li> </ul>	

<ul style="list-style-type: none"> <li>• Students will identify and use a variety of terms, concepts, and principles fundamental to speaking/disciplined communication.</li> <li>• Students will know the various definitions, pronunciation, and standard usage of many words, making them aware of the nuances of connotation and empowering them to make meaningful linguistic choices in their own efforts at expression,</li> <li>• Students will readily modulate tone and clarify meaning via diction, effective language patterns, and rhetorical choices so that their speech suits and serves purpose, mode, and audience.</li> <li>• Students will effectively make impromptu revisions during oral presentations in order to demonstrate, illustrate, or further explain ideas.</li> </ul>		
<p><b>Assessments</b></p> <p>Teacher created discussion rubric, teacher created presentation, class participation rubric, self evaluation, peer evaluation, use of digital media in a presentation, teacher observation.</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>• Hudson County Curriculum Consortium</li> <li>• North Bergen High School Media Center</li> <li>• Google Classroom</li> <li>• YouTube</li> <li>• TedTalks</li> <li>• Podcasts</li> </ul>	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p><b>Equipment Needed:</b></p> <p>TV, DVD player, Projector, Chromebooks, Speakers, Computer.</p>		