

High School Course Description for **Public Speaking**

Course Title: Public Speaking

Curricular Area: English

Course Number: ELC090

Length: One Year

Grade Level(s): 9th – 12th

Prerequisites: ELA - 2.0 or above average GPA

Meets a UC a-g Requirement: Pending

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
Elective

Course Description

This college and career preparatory course, which meets the University of California G- English Elective requirements, provides students with an introduction to public speaking with an emphasis in rhetorical discourse and research. This rigorous academic elective is designed to help students develop the confidence and skills necessary to purposefully engage audiences in multiple speaking settings. The skills and confidence gained from this course will further enable students to become leaders and active and engaged members of their professions and communities. In this globalized and increasingly competitive economic environment, communication skills will continue to be highly sought after by potential employers. The social, academic, and career-oriented skills offered in this course will serve as an invaluable asset to all students.

Alignment

This course is aligned to the Expected College Competencies (UC/CSU), the California Common Core State Standards for English Language Arts and the UC A through G Elective requirements (G-Elective - English).

Instructional Materials

Required Textbook(s)

Essentials of Public Speaking, 6th Edition. Cheryl Hamilton

Novels and Other Readings

Various supplemental texts, including articles, workshops, and scholarly journals

Supplemental Materials

Refer to specific units for suggested supplemental texts/materials

Suggested Video/DVDs//Films

Refer to specific units for suggested

Web Sites

Haiku & Google Classroom

Also, see suggested websites by unit

Software/Applications

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork/Quizzes.....	20%
Discussions/Participation	20%
Written Reflections	20%
Summative Speeches/Presentations	40%
Total:	100%

Development Team

This Course of Study was developed/revised in 2016 by John Bunce, English Teacher, GTHS

Instructional Guide for **Public Speaking**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

Unit Guide for Public Speaking

SEMESTER 1: Foundations of Rhetorical Theory and Practice

Unit 1: Managing Speaking Anxiety

Semester One — Weeks 1 – 4

OVERVIEW	
<p>Public speaking continually ranks in the top five situations that cause people extreme fear/anxiety. In fact, most people list their fear of speaking in group settings ahead of their fear of death! It is only appropriate that we explore the causes of such anxiety and offer strategies to make this experience less frightening and even enjoyable. Considering the number of times individuals are expected to speak in front of groups in high school, college, career, and within their communities, there is no time like the present to bring this stressor down in size.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • The causes of speaking anxiety • Strategies for managing speaking anxiety 	<ul style="list-style-type: none"> • How prevalent is speaking anxiety? Am I alone? • How anxious am I as a speaker? • What are some strategies that I can use to overcome and/or manage speaking anxiety?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • Overview of careers and situations that call for public speaking • Prevalence and levels of speaking anxiety • Types of speaking anxiety: situational vs. trait • Causes of speaking anxiety • Basic strategies for research • Basic understanding of the types of speaking: emphasis on extemporaneous speeches • Speech Outlining Strategies (topical pattern) • Multiple methods for managing speaking anxiety, including breathing techniques, positive imagery, and cognitive reconstruction • Methods for creating and using note cards • Strategies on maintaining eye contact while using note cards 	<ul style="list-style-type: none"> • Assess one's own speaking anxiety levels • Conduct research on various methods for anxiety management • Create a rough outline for the expository speech • Transfer speech outline onto notecards • Deliver a two to four-minute expository speech on the topic of speaking anxiety management techniques • Demonstrate one anxiety management technique during end-of-unit speech • Employ anxiety managements techniques while presenting the end-of-unit speech • Maintain eye contact with the audience while using notecards
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> • SWBAT Properly cite multiple researched sources within the speech regarding techniques for managing speaking anxiety • SWBAT Explicitly demonstrate one speaking anxiety management technique so that audience members can learn and apply within their own speeches • SWBAT Outline the speech using the topical pattern organization method • SWBAT Maintain eye contact with audience while using notecards 	

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- SWBAT Explain in a one-page written reflection how effective the use of the techniques were in limiting speaking anxiety during this speech and how the anxiety in this speech compared with that experienced in the opening/introductory speech.

UNIT ASSESSMENT:

Expository speech explaining the use of at least three effective and proven techniques designed to manage speaking anxiety. Speech is to include one brief demonstration of a technique (audience participation optional) Speech is to be between 2.5 and 4 minutes long. Speeches are to cite at least three sources – one of them must be a scholarly article. Students will use note cards during speech (no visual aids) and will properly cite sources. Key elements of focus include eye contact, application of the techniques being shared, and effective use of note cards.

KEY ASSIGNMENTS

- **Speech of introduction:** Impromptu response to guided questions concerning thoughts/preconceptions on public speaking (minimal prep time). Speech is to be between 1.5 and 3 minutes long. Students are not to read speech and will only have access to the questions themselves (no notes). Key elements of focus are on effectively answering the questions within the time limits and making eye contact with the audience for the majority of the speech. Purpose of this activity – to provide a vehicle for metacognitive analysis of the thoughts and emotions that the speaker experienced before, during, and after the speech.
- **Written Reflection (metacognitive):** At the conclusion of the speech of introduction, students are to write a one-page reflection detailing the thoughts and emotions that went through their heads before, during, and after the speech. Students are also to assign a number from 1-10 (one being least anxious and ten being most anxious).
- **(Anticipatory Set) - Discussion** about what might have helped to bring down anxiety levels during speech.
- **PRCA-24 & PRPSA (communications and public speaking anxiety surveys):** Students will take these two surveys to assess current speaking anxiety levels. They will use the results to compare with the emotions/anxiety levels experienced and recorded in the written reflection that followed the speech of introduction.
- **Anxiety management techniques research query.** Students will identify three techniques during their research that they will describe and apply in the end-of-unit extemporaneous speech.
- **Outlining workshop:** Teacher will guide students through the process of creating a topical pattern outline and will instruct students on transferring outline onto notecards. Students will share and discuss own outlines with peers throughout the process.
- **Best speaking methods practice (small group):** Students will take turns delivering excerpts from their speeches with an emphasis on practicing use of notecards while maintaining eye contact. Students will also practice the anxiety management techniques they will be sharing during the speech.
- **End-of-Unit Expository/Demonstration Speech**
- **Audience Evaluation Notebook:** Students are to write down one positive aspect (content and/or delivery) of each speech.
- **Written Reflection (metacognitive):** Students are to follow the expository speech with a one-page reflection considering how this 2nd speech compared to the 1st speech in terms of anxiety based on the applied strategies.

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They are also to consider how they can continue to improve their anxiety management for future speeches.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 2, 6, 9
- “Positive Self Talk” Ryan Caudle, Stanford University
- McCroskey’s PRPSA (Public Speaking Anxiety Survey) <http://www.jamescmccroskey.com/measures/prpsa.htm>
- McCroskey’s PRCA-24 Online Test (Communication Anxiety Survey) <http://acrossculturesweb.com/unit1/prca.html>

ACADEMIC VOCABULARY

- Anxiety
- Apprehension
- Discourse
- Metacognition
- Confidence

CONTENT-SPECIFIC VOCABULARY

- Situational Anxiety
- Trait Anxiety
- Anxiety Management Technique
- Positive Imagery
- Controlled Breathing
- Cognitive Reconstruction
- Volume
- Pitch
- Emphasis
- Rate
- Expository
- Extemporaneous
- Impromptu

PRIORITY STANDARDS

[RI 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.

[W 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.

[W 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 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.

[SL 1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

SUPPORTING STANDARDS

[RI 1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RI 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

[W 1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

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led) with diverse partners on grades [9–12] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL 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.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - *Recursive*

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration, and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

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Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

Unit 2: Sales Pitch Speech (Intro to Persuasive Rhetoric)

Semester One — Weeks 5 – 8

OVERVIEW

This unit is designed to introduce students to the essentials of persuasive thinking and speaking. Students will learn about Aristotle's principles of persuasive rhetoric and about how prevalent its use is within our daily discourse. Students will be able to identify effective use of rhetorical appeals and devices in speeches and writings and will ultimately use these elements when crafting their own persuasive sales pitches. By the unit's end, students will have a heightened appreciation for the power of effectively harnessing the many elements of persuasive discourse in their academic and every-day contexts.

BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Rhetoric (appeals & strategies) and its role persuasive discourse
- Incorporating persuasive rhetoric into one's own speech
- Engaging an audience throughout a speech

ESSENTIAL/GUIDING QUESTIONS

- What are the three rhetorical appeals and the specific rhetorical strategies, and how are they effectively incorporated into persuasive speaking and writing?
- How can I effectively add rhetoric to my own speech?
- What strategies can I use to keep my audience engaged throughout my speech?

Unit Guide for **Public Speaking**

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • Rhetorical theory – Aristotle, rhetorical appeals, rhetorical strategies & devices, and an overview of the art and science of persuasion • Audience – identifying one’s audience and understanding the needs of the specific targeted audience and how to engage it effectively • Strategies on engaging the listener (including perceiving speaking as a “conversation” and incorporating effective immediacy behaviors). • How to incorporate a brief demonstration (including handling of objects/props) into the speech to build logos • How to use attention grabbers as a means for immediate audience engagement (attention grabber: relatable instance that both opens and closes the speech – ethos building) • How to use volume and clarity throughout a speech (vocal code) • The importance of voice dynamics as a means of conveying an appropriate enthusiasm needed during a persuasive sales presentation • The importance of maintaining eye contact throughout a speech. 	<ul style="list-style-type: none"> • Identify rhetorical appeals and strategies in sales presentations and persuasive speeches by analyzing videos and texts • Outline the persuasive sales presentation using the motivated sequence pattern (Hamilton) • Use rhetorical appeals and strategies in mini persuasive dialogues • Appeal to the specific audience (of investors) by using rhetorical appeals and strategies that specifically convey an awareness of occasion and audience’s needs/expectations (immediacy behaviors). • Incorporate a brief demonstration into the sales pitch (including use of props) in order to illustrate the product or idea’s efficacy and/or strengths • Open and close the speech with an effective attention grabber (a relatable story/instance) • Use notecards sparingly while maintaining eye contact, enthusiastic vocal dynamics, voice clarity, and appropriate volume.
UNIT OBJECTIVES TO BE ASSESSED	
<ul style="list-style-type: none"> • SWBAT identify rhetorical appeals and rhetorical strategies/devices in persuasive presentations • SWBAT explicitly address a specific targeted audience of investors from whom they are trying to receive an investment by using appropriate tone/diction • SWBAT explicitly appeal to and engage the audience by using the three rhetorical appeals and several specific rhetorical strategies • SWBAT include at least one demonstration that helps to establish a logical understanding of how the product or idea works • SWBAT introduce the product/idea with an attention grabber that uses an instance/story that will establish a relationship/connection with the audience. Conclude the speech by resolving the opening story/instance • SWBAT effectively use notecards while maintaining eye contact, enthusiastic vocal dynamics, voice clarity, and appropriate volume. 	

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UNIT ASSESSMENT:

Sales Pitch Speech: Students are to present a sales pitch speech whereby they promote an idea, invention (app design), or product using the *Shark Tank* method and/or an alternate sales pitch method. Students will address speech to an imagined specific audience of investors from whom they are trying to receive an investment to help launch their idea/product. Students will have two to three minutes to persuade the investors. Speeches are to explicitly appeal to and engage the audience by using the three rhetorical appeals and several specific rhetorical strategies and are to begin with an attention grabber that uses an instance/story that will establish a relationship/connection with the audience. Conclusion is to relate to (wrap back to) the introductory attention grabber. Speeches are also to include one brief demonstration that helps to establish a logical understanding of how the product or idea works.

KEY ASSIGNMENTS

- **Introduction to persuasive rhetoric:** Students will be introduced to Aristotle’s rhetorical appeals (ethos/authority, logos/reasoning, and pathos/emotional engagement) through readings, videos, and instructional notes.
- Students will view “The science of persuasion” <https://www.youtube.com/watch?v=cFdCzN7RYbw> – students will place each of these strategies into the columns on the Rhetorical Appeals & Devices handout. Students will be adding to this handout throughout the term – creating a living/breathing document of rhetorical strategies.
- Students will demonstrate knowledge of rhetoric by identifying the use of each appeal when watching **commercials** and segments of the television show, *Shark Tank*. One formative assessment will involve identifying all three rhetorical appeals as well as specific persuasive strategies used within one of the *Shark Tank* segments. This will be a written analysis and will be graded according to correct identification of appeals and strategies as well as proficient explanation of reasoning.
- **Outlining workshop:** Teacher will guide students through the process of creating a motivated sequence pattern outline and will instruct students on transferring outline onto notecards.
- Instruction and practice **establishing the hook or attention grabber** for the introduction and into establishing a **conclusion with resonance**. Go over different options for making that immediate emotional connection and for establishing likeability of character and rapport (ethos & pathos). Materials –Gary Genard Public Speaking Training – with an emphasis on business presentations. <http://www.genardmethod.com/blog/bid/142073/Grab-Your-Audience-12-Foolproof-Ways-to-Open-a-Speech>
- **Small-group run-through:** Students will deliver sales pitch to peers, and peers will offer feedback regarding the speech’s content using the rubric that the instructor will use.
- Deliver end-of-unit persuasive sales pitch
- **Audience evaluation notebook:** Students will maintain a chart whereby they will identify and record the three rhetorical appeals of each speech by briefly describing speaker’s use of rhetorical devices (strategies).
- **Written Reflection** (metacognitive): Students are to identify each rhetorical device used in their speeches and are to justify how the device directly appealed to the audience of investors and which of the three appeals the device most drew upon. Students briefly explain how the introductory incident/story connected with and immediately engaged the audience. They are also to briefly explain how this technique helped to build the speaker’s ethos in the earliest stage of the speech.

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TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 6, 8, 9, 10
- *Genard Method of Public Speaking* – with an emphasis on business presentations (Gary Genard)
<http://www.genardmethod.com/blog/bid/142073/Grab-Your-Audience-12-Foolproof-Ways-to-Open-a-Speech>
- “The Science of Persuasion” <https://www.youtube.com/watch?v=cFdCzN7RYbw>

ACADEMIC VOCABULARY

- Discourse
- Persuasion
- Demographic
- Occasion
- Tone
- Instance
- Anecdote

CONTENT-SPECIFIC VOCABULARY

- Aristotle
- Rhetoric
- Rhetorical Appeals
- Ethos
- Logos
- Pathos
- Rhetorical Devices/Strategies
- Audience
- Immediacy behaviors
- Attention grabber
- Vocal dynamics
- Vocal clarity
- Vocal Code
- Motivated Sequence Pattern (outlining)

PRIORITY STANDARDS

[RI 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.

[RI 8 - 9th & 10th] Delineate 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 fallacious reasoning.

[SL 1] 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.

[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

SUPPORTING STANDARDS

[RI 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

[W 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.

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[SL 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.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - *Recursive*

Guided Instruction and Practice:

A) **Studies in Speaking Genres and Rhetorical Theory:** In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

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B) **Best speaking methods:** This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This

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recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

Unit 3: Persuasive Speech on Controversial Topic - Part 1

(Emphasis on using ethos and logos, research, and a formal/academic tone)

Semester One — Weeks 9 – 12

OVERVIEW	
This is the first of two consecutive units that culminate with persuasive speeches on the same controversial topic. This unit focuses on development and delivery of strong ethos and logos as the central persuasive angle. Substantial research along with a focus on establishing and maintaining a consistent formal and academic tone will unite to establish an argument that maintains high level of credibility and audience buy-in. This is also the first unit in which students will design and implement visual aids (tables, charts, and graphs) to augment supporting information.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> The importance of supporting one's point of view with credible and substantial researched information The value of maintaining a formal and academic tone Citing expert sources in a speech 	<ul style="list-style-type: none"> What are effective research and outlining methods? How can I maintain a formal and academic tone throughout my speech? How do I incorporate visual aids into the speech while retaining an organized focus during delivery?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> Familiarity with types of persuasive speeches that depend heavily on research for the purpose of appealing to the audience using logos – including speeches from historical figures and recorded student speeches. How to select an appropriate topic on a controversial topic How to use various types of supporting evidence to use for clarifying and proving a speech's central claim(s), including effective use of statistics, instances, and expert opinion. How to create graphics to represent statistics 	<ul style="list-style-type: none"> Select an appropriate controversial topic that requires depth of research Conduct research that produces substantial support for the point of view on the controversial topic Create and revise a rough outline to structure the speech throughout the research process. Organize and write the speech using the Topical Pattern or Claim or Reason Pattern Clearly and accurately cite all supporting source information within the speech Provide clear visuals (graphic, table, & charts)

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<p>using graphic-generating software (graph, table, or chart).</p> <ul style="list-style-type: none"> • How to properly cite sources in a speech in order to avoid plagiarism (ensuring high credibility) • How to distinguish between directly quoting vs. paraphrasing sourced information • How to use precise search terms in order to conduct effective research • The importance of ethical and thorough review and selection of research material: • Pacing (vocal rate) • Formal/high ethos tone (practice down-speaking) • Vocal variety to avoid a monotone presentation • Effective use of visual aids (slides) • Working with multiple notecards while maintaining focus and eye contact 	<p>that help in clarifying information used to support the argument.</p> <ul style="list-style-type: none"> • Present the speech using appropriate pacing, a formal and academic tone, and vocal variety. • Effectively use notecards while maintaining eye contact with the audience
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UNIT OBJECTIVES TO BE ASSESSED

- SWBAT deliver a 4 -5 minute persuasive argument that maintains a formal tone and is fact/research-centered
- SWBAT use a variety of types of supporting information/evidence, including explanation/clarification of ideas as well as hard evidence to be used as proof of a point.
- SWBAT create a logically sequenced, detailed outline of the speech and effectively transfer it to notecards
- SWBAT properly cite sources in speech
- SWBAT maintain a formal, professorial demeanor throughout the speech.
- SWBAT create and effectively use notecards while maintaining eye contact
- SWBAT keep focus, tone, and pacing consistent throughout the speech.

UNIT ASSESSMENT:

Persuasive Speech: Student is to present a four to five-minute formal persuasive speech on a controversial topic. Speech is to maintain a formal academic tone and is to appeal to the audience's reasoning by providing frequent, thorough, and credible supporting evidence attained through research. Students will be required to use slides that help to clarify and/or prove central ideas/claims. Student also must work seamlessly from notecards while maintaining a speaking rate that will fulfill the speaking tasks and stay within the provided time limit.

KEY ASSIGNMENTS

- **Analyze speeches** that are heavy on logic/reasoning and have students analyze the strategies used in the speeches...what the speaker is doing to appeal to the audience's ability to reason. Students will use the rhetorical devices handout that provides a detailed list of logical strategies. Include Susan B. Anthony excerpt, excerpts from Al Gore's *An Inconvenient Truth*, and videos and texts of model student speeches from this genre.

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- **Topic Selection** workshop
 - **Types of Evidence** workshop
 - **Research workshop:** Students will practice generating precise search terms and will learn how to use EBSCO Host along with several additional data bases consisting of academic publications.
 - Workshop on how to **create a living rough outline** throughout the research process. Students will also learn how to maintain a digital paste page and the notecard rough outline method.
 - **Ethos Capsule: Avoid plagiarism** by properly citing sources. Students will do a brief research presentation whereby they identify historical examples of plagiarism and will detail the consequences of these acts.
 - Write the **formal outline** using the **topical or claim** or **reason pattern** (template provided)
 - Instruction and practice in **designing visual aids** for the persuasive speech.
 - Deliver **end-of-unit persuasive speech** on a controversial topic
 - **Audience evaluation notebook:** Students will maintain a chart for the purpose of identifying the types of supporting evidence used by each speaker and to track whether each source is effectively cited.
- Written Reflection** (metacognitive): Students are to write a one-page reflection describing the skills acquired and/or improved upon as a result of this unit. Students are to explain each idea thoroughly by providing specific examples/details.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 2, 5, 6, 7, 10
- Suzan B. Anthony excerpt from the article “The Art of Speech” by Tod Olson, *Literacy Cavalcade*/Scholastic
- Excerpts from Al Gore’s “*An Inconvenient Truth*”
- Video: Exemplars – logos-driven persuasive speeches by high school students
<https://www.youtube.com/watch?v=Vc3ovSFpyEk>

ACADEMIC VOCABULARY

- Plagiarism
- Monotone
- Research
- Source
- Visuals
- Graph
- Table
- Figure

CONTENT-SPECIFIC VOCABULARY

- Rough outline
- Data base
- Search engine
- Statistic
- Expert opinion
- Instance
- Claim and Reason Outline Pattern
- Topical Outline Pattern
- Vocal Rate
- Down-Speaking

PRIORITY STANDARDS

[RI 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.

[RI 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.

SUPPORTING STANDARDS

[RI 1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[RI 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.

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[RI 8 - 9th & 10th] Delineate 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 fallacious reasoning.

[W 1] Write arguments to support claims in an analysis of substantive topics or texts, using **valid reasoning and relevant and sufficient evidence**.

[W 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.

[W 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 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.

[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

[SL 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 6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W 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.

[SL 1] 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.

[SL 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.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

[L 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.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - *Recursive*

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive*

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formative assessments will help the instructor to pinpoint students needing additional instruction.

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

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Unit 4: Persuasive Speech on Controversial Topic - Part 2

(Using pathos and style)

Semester One — Weeks 13 – 17

OVERVIEW	
<p>This is the second of the two consecutive units that culminate with a persuasive speech on a controversial topic. In this unit, students will revise the previous unit's speech into a much more stylized and emotive presentation. Students will build palpable pathos and audience connections by using loaded language, vivid descriptions, allusions to popular culture, quotes from famous figures, figurative language, repetition/parallelism, stylistic syntax, and/or emotive stories/anecdotes that help to relay central points. These elements coupled with the research-based support from the previous unit will combine to offer the full spectrum of persuasive rhetoric.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • Methods for stylizing a persuasive speech to emotionally engage the audience • Understanding the listening process and how to speak so the audience will want to listen • Revising an existing information-based speech into a more emotionally-charged persuasive speech 	<ul style="list-style-type: none"> • What methods do iconic persuasive speakers use to emotionally connect to their audiences? • How can I keep my audience engaged throughout an entire speech? • How do I speak from a full manuscript while maintaining awareness of and a dynamic connection with the audience?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • Instruction regarding the use of emotional appeals for the purpose of persuasion – work from and add to pathos devices list • Analysis of persuasive speeches that depend heavily on emotional appeal. Students will identify specific emotive devices from speeches (audio, video, and text) • Instruction and Practice using effective language style • The relationship between great writing and great speaking • Analysis of Dr. Martin Luther King Junior's <i>Dream Speech</i> for the purpose of analyzing and emulating his use of emotive style; including diction and order and structure of sentences (including figurative language, allusion, analogy, vivid description, & repetition/parallelism). • Instruction regarding understanding the listening process and strategies for getting 	<ul style="list-style-type: none"> • Demonstrate an awareness of and relationship with the audience by choosing effective word choice, relatable references, and the proper tone • Construct/organize the presentation using an effective attention grabber to introduce the thesis, three to five well-developed supporting points, and a strong, emotional call to action in the conclusion. • Adapt previous research into a more stylized form • Compose the speech in essay/manuscript format • Ability to effectively use emotive diction, including the use of figurative language • Address and refute a common counterargument • Draw analogies and/or provide illustrations that emotionally engage the high school audience • Properly cite all outside sources used in the speech

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<p>through to and engaging the listener, including effective application of immediacy behaviors</p> <ul style="list-style-type: none"> • Instruction regarding locating and incorporating seminal quotes on the topic • Instruction in using instances/real stories to maximize emotional engagement • Instruction and practice establishing immediate audience engagement by using an appropriate emotional attention grabber • Instruction on ways to conclude speech with an explicit call to action • Understanding of multiple outlining pattern options: Claim or Reasons Pattern, Problem-Solution Pattern, Criteria Satisfaction Pattern, Comparative Advantages Pattern, and the Motivated Sequence • Strategies for speaking from a full manuscript • Ideas on using inflection/emphasis and dynamic shifts to avoid monotone delivery • Strategies for using body language and posture that enhance the impact of the speech and the engagement of the audience 	<ul style="list-style-type: none"> • Effectively speak from a manuscript while retaining proper pacing, vocal inflection, eye contact, and focus
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UNIT OBJECTIVES TO BE ASSESSED

- SWBAT deliver a 5-7 minute persuasive speech that demonstrates effective and stylized emotive devices
- SWBAT immediately engage students with an opening relatable anecdote or instance that effectively introduces the speech's central claim
- SWBAT convey key ideas and information (including cited research) using an emotive style; including diction and order and structure of sentences which may including figurative language, allusion, analogy, vivid description, & repetition/parallelism
- SWBAT conclude the speech with an impassioned counterargument and call to action
- SWBAT vary vocal dynamics and emphasis and demonstrate purposeful body language and expressions designed to augment the emotional tone and message.

UNIT ASSESSMENT:

Semester Final - Persuasive Speech: Students are to use the same topic and research from the Unit 3 speech, but are to revise and augment the message by adding strong emotional appeal in order to impart a clear call to action regarding the topic/issue. Speeches must include multiple clearly identifiable rhetorical devices meant to draw on emotional engagement. Students must also use emotive diction, including figurative language, and are to style the speech in a manner that will resonate in the listener's memory after the speech is concluded. Vocal/tonal shifts and purposeful body language and movement will also be

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expected in this speech. Duration of speech: 5-7 minutes. Students are to speak from a full manuscript while maintaining eye contact with the audience. No visual aids

KEY ASSIGNMENTS

- **Listening workshop: A)** Students will engage in chapter readings and viewing of a video on the processes and practice involved in effective listening. **B)** Reading and discussions about how to make an audience want to listen to what one has to say. Workshop includes written reflections and discussions.
- **Language style workshop:** Chapter readings and instruction in establishing a unique and effective language style. Students will write a section of their speeches using stylized language. Small group peer readings and discussions will accompany this assignment.
- **Analysis of seminal speeches:** Students will write an analysis comparing and contrasting the stylistic use of language and tone in Lincoln’s *Gettysburg Address* versus Martin Luther King Jr.’s *Dream Speech*.
- **Mindfulness training:** Speaking with mindfulness and authenticity to effectively engage the audience (Stanford University).
- **Body language/gesture workshop:** Students will receive training in how to distinguish between body language & gestures that help to engage an audience versus those that distract the audience. This assignment will include practice in the intentional use of body language and gestures followed by a brief written reflection.
- **Outlining the essay:** Students will choose from the problem-solution, problem-cause-solution, or motivated sequence patterns of outlining.
- **Attention getter:** Students will write the intro of the speech, which is to include an attention getter that creates a relatable experience between the speaker and the audience. Peer readings and feedback to follow.
- **Counterargument workshop:** Students will acknowledge and refute a counterargument
- **Conclusion-writing workshop:** Instruction and practice in refocusing essay on attention grabber during the conclusion. The conclusion is to end with an evocative call to action.
- Write and revise the complete **speech manuscript** (to be written out as a complete essay)
- **Practice** the speech in **small groups** (focus on practicing body language/gestures, use of manuscript, and dynamic vocal & tonal shifts)
- Deliver the end-of-unit persuasive speech.
- **Audience evaluation notebook:** Audience members will list at least three language/rhetorical devices used by each speaker and will rate their effectiveness.
- **Written reflection (metacognitive):** Students are to write a one-page reflection describing the language and rhetorical devices used in the speech to appeal to the audience’s emotions. Students will also reflect on how well they think these strategies worked on the audience by reflecting on audience reaction & feedback.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 3, 6, 7, 8, 10
- “Mindfulness” – Video – Ryan Caudle, Stanford Graduate University
- “Five Steps for Effective Speaking and Listening”, Julian Treasure (Ted Talks)

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> • Style • Manuscript • Syntax • Vivid • Seminal 	<ul style="list-style-type: none"> • Pathos • Emotive Diction • Emotional Appeal • Stylistic Devices • Attention Grabber • Call to Action • Figurative language • Allusion • Analogy • Repetition/parallelism • Dynamism • Gesture • Body Language • Visual Code
PRIORITY STANDARDS	SUPPORTING STANDARDS
<p>[RI 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 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 8 - 9th & 10th] Delineate 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 fallacious reasoning.</p> <p>[W 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 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.</p> <p>[W 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.</p> <p>[SL 1] 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>[SL 2] Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally)</p>	<p>[RI 1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>[RI 2] Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>[RI 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</p> <p>[RI 9] Analyze seminal U.S. 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”), including how they address related themes and concepts.</p> <p>[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>[SL 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.</p> <p>[SL 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.</p> <p>[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>[L 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</p>

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in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

[SL 6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[L 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 5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

important to comprehension or expression.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - Recursive

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining*

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templates, graphic organizers, and samples/exemplars of completed outlines.

Speech/Presentation – Each speech/presentation will function as the unit’s summative assessment. Students will apply the unit’s featured elements in these speeches and will be graded using the unit’s established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit’s speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit’s key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit’s summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

SEMESTER 2: Applying Best Speaking Practices Across Genres

Unit 5: Impromptu Speeches

Semester Two — Weeks 1 – 3

OVERVIEW

Many public speaking situations in classes and in career settings are not planned or prepared for in advance. In this unit, students will continue to practice anxiety management and mindfulness in impromptu and spontaneous speaking situations. The end of unit assessments will consist of a short impromptu speech on a common pet peeve and a spontaneous speaking situation in the form of a job interview.

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BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Organizing and presenting an impromptu speech with minimal prep time Speaking spontaneously in an interview setting Using memory aids and mindfulness techniques in order to speak thoughtfully without visual aids 	<ul style="list-style-type: none"> How do I prepare a thoughtful speech with only fifteen minutes of prep time? How do I remember my key points without the aid of note cards or visuals? How do I speak thoughtfully and truthfully on an unrehearsed topic in a spontaneous, conversational setting?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> Review of anxiety management techniques – focus on situational & spontaneous speaking Overview of situations that require impromptu or spontaneous speaking Methods used by professionals in impromptu settings, including professional and political press/news conferences Instruction/focus in maintaining strong ethos during demanding speaking situations Overview of strategies for planning and practicing an impromptu speech in limited prep time Methods and practice delivering an impromptu speech with and without notecards, including use of mnemonic devices and visual placement Strategies/methods for speaking spontaneously in a conversational and/or interview setting. (Stanford Graduate Method) How to eliminate habit of using pause words Methods re-channeling nervous energy; eliminating nervous gestures, mannerisms and facial expressions 	<ul style="list-style-type: none"> Manage anxiety and keep composure and focus during a 2-3 minute impromptu speech Outline and prepare to deliver a speech in a very limited timeframe Speak spontaneously and on topic in response to several unrehearsed questions (job interview) Speak from memory without the aid of notecards by using mnemonic devices and visual placement Deliver the impromptu speech and engage in spontaneous discussion without using pause words or exhibiting nervous gestures or mannerisms
UNIT OBJECTIVES TO BE ASSESSED	

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- SWBAT speak thoughtfully for 2-3 minutes on a topic with only fifteen minutes of rehearsal time.
- SWBAT maintain focus, composure, and credibility throughout the impromptu speech
- SWBAT speak thoughtfully and truthfully in response to a series of questions in a job interview setting
- SWBAT speak using only memory aids; no notecards or manuscripts

UNIT ASSESSMENTS:

A) Pet Peeve Speech: Students will have fifteen minutes to prepare an impromptu speech explaining a common pet peeve is an upsetting and/or annoying. Students are not allowed to use notecards for this speech and must instead use alternate memory aids. Speech duration 2-3 minutes.

B) Job Interview – Spontaneous Speech: Students will speak from a set of unrehearsed interview questions delivered by a panel of peers (interviewers).

KEY ASSIGNMENTS

- **Anxiety Management & Mindfulness review/reflection:** Students will work in small groups to discuss the methods each has used throughout the semester to manage speaking anxiety and to remain mindful and in the moment. Students will also discuss situations when they have been expected to speak thoughtfully and spontaneously. Students will discuss methods that can be used in order to maintain focus and composure in these situations. Groups will share out key insights/strategies with the whole class.
- **Chapter readings and response:** Students will read chapter 8 in the textbook and will create an outline of the key ideas and strategies for delivering impromptu and spontaneous speeches.
- Observation and critique of professionals/politicians speaking in impromptu and spontaneous situations. Students are to list behaviors that both help and hinder the effectiveness of each model delivery.
- **Impromptu speech outlining and memory aid practice:** Students will practice writing short impromptu speeches on assigned topics. Students will then practice transferring outline to memory and will present brief speeches in small-group settings. Students will pay closest attention here to effectively using visual placement and mnemonic memory techniques.
- Deliver impromptu pet peeve speech.
- **Video seminar in speaking spontaneously** title, “Think Fast, Talk Smart.” In this one-hour video Matt Abrahams, lecturer from Stanford Graduate School of Business, offers techniques and guidelines for speaking mindfully in the moment. Students will outline key ideas and strategies from the video. A whole-class discussion will follow and students will have an opportunity to practice strategies during the discussion.
- **Role playing exercises** for spontaneous speaking. Students will write out and ask each other difficult questions. During the first round, student has five minutes to prepare a response. For the 2nd round student only has two minutes, and on the third, student must answer the new question spontaneously. This will help to prepare students to speak spontaneously in an effective manner during the job interview assessment.
- Engage in end-of-unit spontaneous speaking interview/assessment.

TEXTS

Unit Guide for Public Speaking

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 1, 8
- Stanford Graduate School of Business, “Think Fast, Talk Smart.” Video – Matt Abrahams

ACADEMIC VOCABULARY

- Spontaneous
- Composure
- Mindfulness
- Insight

CONTENT-SPECIFIC VOCABULARY

- Impromptu
- Memory Device
- Mnemonic Device
- Visual Placement
- Pause Words
- Ethos

PRIORITY STANDARDS

[SL 1] 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.

[SL 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.

SUPPORTING STANDARDS

[RI 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

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - *Recursive*

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit’s key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal

Unit Guide for **Public Speaking**

dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions**, **unit objectives**, and **key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

Unit Guide for Public Speaking

Unit 6: Special Occasion Speech

Semester Two — Weeks 4 – 6

OVERVIEW	
<p>Our students will find themselves in many situations throughout their lives with the opportunity to speak during special occasions. Weddings, awards ceremonies, special events, and funerals all call for addresses that commemorate or honor special people and/or events. This unit is meant to introduce students to such situations and to provide instruction and practice meant to give students the experience and confidence required to make effective addresses when the occasion warrants them.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • How special occasion speeches differ from informational and persuasive speeches • The many settings for special occasion and ceremonial speaking • The importance of setting the right tone for the special occasion and to appropriately honor the subject 	<ul style="list-style-type: none"> • In which situations will I want to or need to perform a special occasion or ceremonial speech? • What are some useful practices and guidelines for delivering a successful special occasion speech? • What are some common mistakes to avoid when speaking for a special occasion or ceremony?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • The difference between the purpose and functions of special occasion speeches and informative and persuasive speeches. • Strategies for organizing a special occasion speech • The importance of introducing a special occasion speech by evoking common values and feelings that have brought the audience together. • Importance of establishing one's own ethos/credibility and/or to provide added context for the occasion during the introduction of a speech of introduction or tribute speech. • Strategies for making main points clear and for supporting those points with a variety of entertaining and/or inspiring examples during the body of the speech – see chapter 6 for a summary of the various types of supporting materials. How to detail accomplishments in a way that relates to the character of the subject. • Strategies for conducting biographical research on the subject of the introduction or eulogy that ensure accuracy and relevance 	<ul style="list-style-type: none"> • Engage the audience with an introduction that evokes common values and feelings that are consistent with the values of the figure being introduced or eulogized • Organize the special occasion speech so that it has a clear introduction, body, and conclusion. • Conduct in-depth biographical research involving key aspects of the subject's life, including accomplishments, values. • Provide relevant, entertaining, inspiring, and accurate biographical accounts/anecdotes that help the audience to get a clear picture of accomplishments, characteristics, and values. • Maintain a reverential tone throughout the speech that clearly considers the parameters of the occasion, the essence of the subject, and the needs of the audience. • Maintain appropriate posture, eye contact, vocal pacing and dynamics.

Unit Guide for **Public Speaking**

- What elements to include in an effective speech of introduction
- Faux Pas to avoid when delivering a speech of introduction.
- Importance of pleasing not only the subject of the speech, but also **the audience of the speech**. Good time for review of audience and strategies for relating to and engaging the audience.
- 3-minutes is a good period of time for a ceremonial speech. **Consider the audience and occasion** for the speech...part of a larger ceremony, introducing or speaking about the star/subject (the speaker is not the focus or star).
- Elements that make for an effective **Eulogy**
- Ideas for establishing the right **tone for a Eulogy**; praise, but don't overpraise
- How to include **effective anecdotes** in eulogies that connect the audience with the deceased's humanity.

UNIT OBJECTIVES TO BE ASSESSED

- SWBAT deliver an engaging 2-4 minute speech introducing or eulogizing a key historical or famous figure
- SWBAT maintain an appropriate tone throughout the speech for the occasion and audience.
- SWBAT present biographical information about the subject of celebration, including anecdotes that convey the figure's accomplishments and values.
- SWBAT maintain appropriate posture, eye contact, vocal pacing and dynamics throughout the speech

UNIT ASSESSMENTS:

Students will deliver a 2 to 4-minute speech of introduction meant to introduce a famous person to the state or students may present a eulogy of a well-known historical figure or celebrity. The speaker will promote the subject's accomplishments, both professionally and socially, while maintaining a rapport and connection with the audience. The student is to maintain an appropriate tone for the occasion and is to maintain eye contact while using notecards. Student is also to adhere to all best speaking practices practice and mastered over the course of semester 1.

KEY ASSIGNMENTS

Unit Guide for Public Speaking

- Workshop on **commanding a room** full of easily distracted people (cutting through the noise). This will require locating an article or two on this generation’s disengagement resulting from the many available distractions (hand-held devices/social media)
- **Discussion and Practice:** Consider the specific situations and the role a public presentation would play and role play with these settings by giving 30-second special occasion speeches in small groups. Discuss what works and what doesn’t and add theory and understanding to build a context for later practice.
- **View exemplar videos of speeches of introduction** and discuss elements that worked well for the occasion.
- **View exemplar videos of eulogies** and discuss the elements that worked well for the occasion and audience’s needs.
- **Analyze Obama’s Eulogy** for the thirteen people killed at Fort Hood. Annotate the speech in order to locate at least three stylistic devices used in his speech. Explain why each is effective considering the speech’s occasion, purpose, and audience.
- **Select key figure** (famous person and/or historical figure) to either introduce or to eulogize.
- **Readings** about what to include in these two types of speeches and the appropriate tone for each. A discussion and brief written reflection will follow readings to reinforce understandings.
- **Honor a classmate:** Students will practice elements of special occasion speaking by preparing and delivering a short “toast” to a member of the class. This is meant to help prepare students for the tone and spirit of the occasion of the ceremonial or special occasion speech.
- **Outlining/Writing workshop:** Students will work on creating a **rough outline** to guide **research** and organization of key ideas during the writing of the speech. Pay special attention to quality/credible research of biographical information on the subject of the speech. Locate both accomplishments along with anecdotes that can demonstrate the subjects values and strength of character.
- **Drafting the speech:** Consider and execute the key elements needed for the introduction, body, and conclusion of this special occasion speech.
- End-of-Unit Special Occasion Speech (speech of introduction or eulogy)
- **Audience Evaluation Notebook:** Students will list strategies used by each speaker to connect with the values and needs of the audience with the accomplishments and values of the honoree.
- **Written Reflection (metacognitive):** Students will write a one-page reflection detailing the emotions/anxiety experienced while delivering the special occasion speech. Students are to reflect on which anxiety management techniques were used and whether or not more practice is required for managing emotions/anxiety during speeches.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 6, 7, 11

ACADEMIC VOCABULARY

CONTENT-SPECIFIC VOCABULARY

Unit Guide for **Public Speaking**

<ul style="list-style-type: none"> • Occasion • Expectation • Purpose • Reputation • Relevance 	<ul style="list-style-type: none"> • Organization/Outline • Context • Ethos • Credibility • Speech of Introduction • Eulogy • Tribute • Speaking Faux Pas • Platitude • Stock Phrase • Cliché
PRIORITY STANDARDS	SUPPORTING STANDARDS
<p>[RI 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>[W 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.</p> <p>[W 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.</p> <p>[W 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.</p> <p>[W 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.</p> <p>[SL 6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>[RI 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>[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>[SL 1] 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>[SL 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.</p> <p>[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>[L 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.</p> <p>[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - Recursive	

Unit Guide for Public Speaking

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next

Unit Guide for **Public Speaking**

unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

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Semester 2 continues on next page

Unit 7: Just the Facts, Please! Informative Address – Current Event/News Semester Two — Weeks 7 – 9

OVERVIEW	
<p>In this unit, students will collect and disseminate information about a current event or story of interest here on campus. Students are to keep this an objective report, free of personal bias or spin. Students are to collect the information by interviewing witnesses and/or people familiar with the story/event. Students will learn how to properly cite interviewed sources while maintaining a tone appropriate for a no-nonsense news reporting approach. Students are also to use visuals, including short videos, photographs, or figures to help convey the information to the audience.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • Gathering accurate and credible information from interviewed sources • Presenting information objectively and with a purely informative and confident tone • Using effective vocal dynamics, including formal inflection and down speaking 	<ul style="list-style-type: none"> • How do I retain an objective, fact-based perspective? • How do I incorporate personal interviews into my speech? • Which best speaking strategies should I employ to retain a confident and objective journalistic tone?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> • The difference between informative and persuasive speaking; key features and expectations. • Strategies and guidelines for communicating information effectively and ethically • Understanding of what constitutes unethical or “fake” news/journalism • Essentials of conducting personal interviews • How to incorporate information from interviewed sources into the speech while avoiding misquoting and plagiarism. • Outlining options for informative speech writing (causal and chronological patterns) • Methods for delivering informative content confidently, including vocal tone/inflection (down-speaking) • Strategies for designing effective visual aids (videos, images, figures, etc.) 	<ul style="list-style-type: none"> • Present information in a truthful, fair, and objective manner free from exaggerated, embellished or distorted facts. • Conduct personal interviews and include key information from interviews in the informative speech to help establish a complete and accurate report • Outline information and compose the speech using a causal and/or a chronological sequence pattern that clearly relays the sequence of events and/or the cause/effect relationship of events • Express ideas using clear and easy-to-understand language • Produce visual aids that help to clearly and effectively distribute facts/information to the audience • Confidently use visual aids while retaining effective pace and tone throughout the speech.
UNIT OBJECTIVES TO BE ASSESSED	

- SWBAT deliver a formal 2-4-minute news report
- SWBAT cite multiple personal interviews within the speech
- SWBAT present using clear and easy-to-understand information that is unbiased and fact-based
- SWBAT effectively use visual aids while maintaining effective pacing, vocal clarity, and tone

UNIT ASSESSMENTS:

Students will deliver a 2-4-minute objective news report on a current event or newsworthy story taking place on campus. Students are to include information from at least two personal interviews. Students will present information in a purely objective manner, avoiding emotionally-charged language and personal bias. Students will deliver speech with a confident and professional journalistic tone and will smoothly negotiate use of visual aids throughout the report. Students will use vocal inflection/down-speaking consistent with an objective news report.

KEY ASSIGNMENTS

- **Discussion** regarding the **speaker's goals** when delivering an informative speech. Create an outline or flowchart that uses backwards design from goal back through the strategies and elements needed in order to achieve the goal.
- **Scavenger hunt** – journalistic integrity: Students are to conduct research in order to determine the quality and ethics of a Cosmopolitan article describing how NASA has changed the horoscope. Students will discuss which elements in the article are either inaccurate or misleading. This will lead to a larger discussion about the importance of journalistic integrity.
- **Topics Brainstorm**: Students will work in groups to discuss current events or news-worthy situations existing on campus. Groups will come up with a list of possible topics on which to conduct further investigation and reporting.
- **Personal Interview Workshop** – This activity will include instruction in how to conduct personal interviews. Students will determine who to interview, will write out a list of questions, and the steps for conducting an ethical and effective interview. This process will conclude with students going out onto the campus to conduct their interviews.
- **Information gathering/research**: Students will determine which areas of their story are incomplete after the interviews and what additional information is needed in order to tell the full, accurate story. Students will then conduct the needed research to add to their news story speech.
- **Viewing of news reports** – exemplars on objective reporting: Students will view and analyze the content and form of objective news reports. Students will list examples of each of these so that they can work to emulate the content and delivery of a professional news journalist.
- **Outlining Workshop**: Students will figure out how they plan to convey the news story to the audience in the clearest and most accurate manner. Students will read the overview of chronological and causal patterns of outlining before selecting which route will lend itself most effectively to reporting on the news story/ current event.
- **Visual Aid Design Workshop**: Students will receive instruction (readings, exemplars, and practice) in creating visual aids that help to represent and convey the facts of the informative speech to the audience.
- End-of-Unit Informative (News) speech

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- **Audience Evaluation Notebook:** Students will write out a list of questions about the event/news story that were not answered during the speech.
- **Written Reflection (metacognitive):** Students will write a one-page reflection explaining the differences between this speech and the persuasive speeches they gave during semester 1.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 2, 6, 7, 8, 9

ACADEMIC VOCABULARY

- Integrity
- Objective
- Subjective
- Perspective
- Vetting

CONTENT-SPECIFIC VOCABULARY

- Bias
- Ethics
- Plagiarism
- Exaggeration
- Embellishment
- Distortion
- Interpretation
- Inflection
- Rate
- Pitch
- Down Speaking

PRIORITY STANDARDS

[RI 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.

[W 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.

[W 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.

[SL 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.

[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear

SUPPORTING STANDARDS

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[SL 1] 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.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

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pronunciation. CA
[SL 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.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - Recursive

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit’s key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students’ affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

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Speech/Presentation – Each speech/presentation will function as the unit’s summative assessment. Students will apply the unit’s featured elements in these speeches and will be graded using the unit’s established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

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Audience evaluation notebook (listening and analysis): During every speech, the audience members will be

required to analyze at least one aspect of each of the unit’s speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit’s key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit’s summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

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Unit 8: Demonstration Speech

Semester Two — Weeks 10 - 13

OVERVIEW	
<p>In this unit, the student becomes the teacher and engages the class in a step-by-step lesson demonstrating how to accomplish a specific process or skill. This unit allows for students to develop a creative approach to instructing the audience in a way that will be both engaging and constructive. This unit provides practice in one of the most common forms of public speaking as many of our students will be demonstrating processes to various audiences and for various purposes throughout their careers.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> Connecting with and engaging the audience during a process-driven speech Designing steps of the process in a clear and logical sequence. Clearly and effectively teaching the audience how to accomplish a process or skill. 	<ul style="list-style-type: none"> How do I keep my audience from getting bored during a demonstration? How do I teach steps clearly and effectively? How can I use props and involve the audience in the demonstration?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> The ubiquity of the demonstration speech: Students will learn about the types of careers and situations in life that require demonstration-style speaking presentations. The value in and ideas for engaging the audience immediately with the importance 	<ul style="list-style-type: none"> Identify and describe the elements and tactics used in successful demonstration speeches. Identify and describe pitfalls to avoid during a demonstration speech Explain to the audience the value and importance in learning the skill demonstrated in

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<p>(immediacy) of the skills or process they will be learning. Build an early understanding of why the lesson is important to the audience members.</p> <ul style="list-style-type: none"> • How to appeal to the audience's needs by breaking down the audience's affective filters (previewing the process, implementing clear and simple steps, pacing the process appropriately for audience understanding, checking for audience understanding/feedback, involving the audience in the process). • Approaches for outlining a demonstration speech – modified chronological outlining pattern (six minutes – Andrew Dlugan) • Effective strategies for using props and other visuals (including one's own body) while explaining process • Memory Strategies/Aids: Using mnemonic devices and visual placement to aid in memory so that demonstration can be carried out free from the burden of note cards or a written manuscript/outline. 	<p>the speech (immediacy behavior).</p> <ul style="list-style-type: none"> • Skillfully convey knowledge and skills to the audience by briefly previewing the process, implementing clear and simple steps, pacing the process appropriately for audience understanding, checking for audience understanding/feedback, and involving the audience in the process. • Outline and write the demonstration speech so that all steps logically build on the previous step (chronological approach). • Memorize and/or remember all steps so that the demonstration can be completed free from the distraction of notecards or manuscript.
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UNIT OBJECTIVES TO BE ASSESSED

- SWBAT teach the audience how to complete a process in 5-8 minutes.
- SWBAT effectively use props and other visual aids in a way that help in audience understanding
- SWBAT involved the audience in the demonstration process
- SWBAT speak/present using memory aids – free from note cards
- SWBAT pace the presentation so that it is accessible to the audience while not exceeding the time limits.

UNIT ASSESSMENTS:

Students will present a 5-8-minute demonstration designed to teach the audience a skill and/or process. Students are to engage the audience by conveying the importance of learning the demonstrated process. Presenters are also to engage their audiences by getting them involved in the demonstration. Students will efficiently and purposefully use props and other visuals to help the audience understand the process.

KEY ASSIGNMENTS

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- **Exemplar videos:** Students will view several segments of “The Next Food Network Star” for instruction on ways to demonstrate a process while keeping the audience engaged. Lessons are delivered by master chefs and then applied by the show’s contestants. Students will maintain a chart that tracks best practices in engaging the audience during a demonstration and that will also track mistakes to avoid.
- **Choosing a topic:** In this activity, students are to consider the time frame, their personal skills and abilities, and their audience. Students are to then determine whether or not they can demonstrate the entire process within the 5-8 minute timeframe or whether they will have to demonstrate a partial process. Students will write a 1-page overview of the topic they chose and how they plan on effectively teaching the skill within the given timeframe.
- **Practice using props and visuals** while speaking to the audience. Students will take the principles gathered from the readings and video instruction sessions to practice the demonstration process. Students will practice in small groups so that peers can coach each other on what is working and what isn’t in the presentation. Students will pay special attention to how well the steps and visuals can be seen and how simple and logical each step is from the audience’s perspective. During these sessions, small groups will troubleshoot the best methods for visual deliver, which may incorporate some technology for ideal outcomes.
- Streamlining the process so that the pacing and duration of the demonstration is within set time constraints. Students will **practice demonstration several times**, each time figuring out which steps need to be added or removed in order to fit the given time requirement. Students will keep an awareness of time and will work to manage delivery rate/pacing.
- **Audience participation:** Students will work in small groups in order to develop tactics that will involve the audience in the demonstration. Speakers may decide to have class members join them on stage to take part in the demonstration. Others may choose to have each audience member follow along and complete each step in the process at their desks, while others may choose to check for audience understanding throughout and at the end of the demonstration.
- **Research** and collect additional sources that students can use if they plan to practice or learn more about the presented skill or process. Students will locate at least three additional sources that students can use beyond the classroom and on their own. Students are to design a slide that projects these resources or are to include them on any handout they give to the audience.
- **Practice for the Q&A session** that will follow the demonstration. Students are to work with their small groups to discuss gaps in the process and to anticipate audience misunderstandings and questions that are likely to be asked during the Q&A period.
- **Develop memory aids** in order to free presentation from notecards. This is a review of the processes used for the impromptu speech in unit 5. Students will then use these strategies during rehearsal to ensure that they don’t skip any key steps in the process.
- **Practice using props and visuals** while speaking to the audience. Students will take the principles gathered from the readings and video instruction sessions to practice the demonstration process. Students will practice in small groups so that peers can coach each other on what is working and what isn’t in the presentation. Students will pay special attention to how well the steps and visuals can be seen and how simple and logical each step is from the audience’s perspective. During these sessions, small groups will troubleshoot the best methods for visual deliver, which may incorporate some technology for ideal outcomes.
- **Video Record:** Students will video record their speeches so that they can critique their presentation quality and make revisions before presenting to the whole class. Students are to use the “Speech Proficiency Tips” when analyzing quality of presentation. Taken from *theaet.com*

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www.theaet.com/Common/GetFileWeb.ashx?T=P&ID=678097

- End-of Unit Demonstration Speech
- **Audience Notebook:** Students are to list question regarding steps they didn't understand or missed or questions that are meant to clarify unclear or missing information. These questions will be asked to the presenter at the end of the speech.
- **Written Reflection (Metacognitive):** Students will write a one-page reflection explaining what they considered to be the strongest aspects of their demonstration. The 2nd half of the reflection is meant to consider the weakest elements in the speech and how future demonstrations can be improved.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 3, 4, 8, 9
- Robert Dlugan – *Six Minutes* Public Speaking Website <http://sixminutes.dlugan.com/demonstration-speech/>
- Excerpts from “The Next Food Network Star”
- Demonstration Speech Proficiency Tips – Adapted from *theaet.com*
- Megan Harrell – Five-Minute Demonstration Speech – Exemplar <https://www.youtube.com/watch?v= ntYZjkogWM>

ACADEMIC VOCABULARY

- Clarity
- Feedback
- Applied Practice
- Reinforce

CONTENT-SPECIFIC VOCABULARY

- Real Props
- Models
- Memory Aid
- Mnemonic Device
- Word Association
- Visual Placement
- Pacing
- Vocal Rate
- Audience Feedback
- Immediacy Behavior

PRIORITY STANDARDS

[RI 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.

[W 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.

[W 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W 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.

[SL 2] Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally)

SUPPORTING STANDARDS

[W 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.

[SL 1] 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.

[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

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in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L 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.

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - *Recursive*

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

B) Best speaking methods: This phase of instruction and practice encompasses the visual and vocal aspects of public speaking, including effective use of eye contact, body language, volume & clarity of voice, speaking rate, tonal dynamics, purposeful movement/expression, and effective use of notecards. Students will apply and practice these techniques individually, in small groups, and in whole-class workshops.

*Our **English learners** and students with **special needs** will be given multiple opportunities to practice best speaking methods in small group settings and individually with the instructor. Such practice will help to lower students' affective filters prior to their end-of-unit speeches.*

Speech Writing - Outlining & Research: Practice with different outlining methods (organizational structures) for various types of speeches. All required and/or needed research will be conducted during this phase.

*All students, including **English learners** and students with **special needs** will benefit from provided outlining templates, graphic organizers, and samples/exemplars of completed outlines.*

Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

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Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit’s speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit’s key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit’s summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

Unit 9: Panel Discussion (persuasive/team) Semester Two — Weeks 14 - 17

OVERVIEW	
<p>In this final unit, students will apply many of the elements practiced throughout the semester but in a team/collaborative setting. The end-of-unit product will be a 25-minute panel discussion in which each team will attempt to persuade the audience to agree with its point of view. Students will prepare for the discussion by conducting research, outlining talking points in deductive argument form, and rehearsing using panel discussion best practices. Students will also continue to master listening and spontaneous speaking skills so that their contributions during the discussion are relevant and constructive.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> • Speaking persuasively in a collaborative discussion • Keeping ideas/responses organized and ready throughout a fast-paced and dynamic academic discussion • Maintaining an appropriate demeanor and tone throughout a formal, and at times, unpredictable group discussion 	<ul style="list-style-type: none"> • How do I make myself heard during a group discussion without dominating or disrespecting the occasion? • How do I prepare remarks/responses for a sometimes unpredictable speaking situation? • How can I remain actively engaged and mentally astute throughout a longer discussion?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)

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| <ul style="list-style-type: none">• Essentials of an effective argument: Claim, evidence, warrant, elaboration• Review of the persuasive appeals of Rhetoric – Ethos, Pathos, Logos & Rhetorical Strategies• Fallacious reasoning: Students will know the most common logical fallacies; including but not limited to, Ad Hominem, Ad Populum, Appeal to Ignorance, Begging the Question, Hasty Generalization, Post Hoc, Slippery Slope, Red Herring• Understanding of the purpose for this type of speech/discussion and the role of the speakers. The objective is to convince the audience to agree intellectually and emotionally with their team’s point of view.• Fundamentals of collaborative presentations: need for effective collaboration in current economy/markets, ideal number for groupings, selecting a topic by committee, leader selection, role assignments & responsibilities, order of delivery, etc.• Essentials of listening – need to clearly hear and understand the course of the prompting questions and discussion in order to respond in a relevant and insightful manner to opponents line of reasoning and to audience questions.• Etiquette and guidelines for participating in a panel discussion• Guiding statements/sentence (formulaic expressions) starters for voicing disagreement in civil and professional manner• The role and expectations for a panel discussion moderator• Steps for organizing information/researched material for spontaneous speaking situations• Tactics for responding in defense of a position – counterargument & rebuttal | <ul style="list-style-type: none">• Conduct scholarly research on the topic in preparation for the discussion.• Create a written outline containing a logically sequenced range of arguments and evidence to be referenced throughout the discussion.• Respond to questions and/or statements with prepared and spontaneous relevant, accurate, and logical contributions• Support claims/arguments with credible research-based examples• Avoid fallacious statements or emotion-driven responses.• Engage in a formal academic conversation while maintaining an appropriate and respectful tone toward panelists, the moderator, and audience members (use appropriate formulaic discourse expressions when necessary). |
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UNIT OBJECTIVES TO BE ASSESSED

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- SWBAT listen with focus to all questions and responses throughout the entire panel discussions so that all contributions are relevant and logically sequenced within the context and dynamic flow of the conversation.
- SWBAT contribute to the discussion with both prepared and spontaneous arguments/responses that are both factual and relevant to the conversation
- SWBAT support arguments/responses with credible and research-based evidence
- SWBAT maintain an appropriate tone for the occasion of a panel discussion

UNIT ASSESSMENTS:

Students will engage in a 25-minute panel discussion on a controversial topic. Students are to add accurate, relevant, and credible insights for each of the four rehearsed questions and are to respond spontaneously to additional undisclosed questions presented by the moderator and the audience. In addition, students are to present information in a manner that is engaging, persuasive, and that respects others on the panel and the collaborative discussion process.

KEY ASSIGNMENTS

- **Reading/discussion - Reviews in effective argumentation:** Students will read/re-read elements from chapter 12 of *Essentials of Public Speaking*, focusing on theory and process of developing an argument (claim, evidence, warrant, and elaboration. Students will create a table containing the steps of this process that they will use throughout the research/outlining process).
- **Fallacious Reasoning: Direct instruction and guided practice:** Go over several types of **logical fallacies**. Have students identify them in others speeches (both video and text) and defend why they labeled the specific fallacy to the excerpt. Add instructional emphasis to faulty syllogisms. Use Donald Trump and other politicians as examples to critique. Related key terms from pgs. 323-325 include, Ad Hominem, Ad Populum, Appeal to Ignorance, Begging the Question, Hasty Generalization, Post Hoc, Slippery Slope, Red Herring
- **Small group practice** – logical fallacy role playing: Students will complete a group role-playing exercise whereby they have a conversation on a controversial topic, but are encouraged to use logical fallacies. Students will work together to write out the script that contains some often used fallacies, then they will act it out to the class. Members of the audience will then listen for fallacious reasoning and will identify which fallacies were used.
- **Panel discussion exemplar analysis:** Students will watch and critique the features and format of several panel discussions; including but not limited to network news round-table discussions, late night format (Politically Incorrect & Real Time with Bill Maher), student run panel discussions (high school and college settings). Students are to chart claim, evidence, warrant, and elaboration techniques as well as emotional appeal and fallacious reasoning. Students will conclude this process by writing an analysis of the dos and don'ts of panel discussions.
- **Guidelines for effective moderators:** All students will read “13 Guidelines for Great Panel Discussions” and will answer questions checking for understanding about the expectations of the moderator of a panel discussion. Students will write a brief self-analysis explaining the traits/understandings they possess that would make them an effective and impartial moderator.
- **Group, team, and topic selection:** Students will indicate interest in several controversial topics and

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positions. Discussion groups and position teams will be formed based on survey results.

- **Rough outlining, research, and organizing workshop:** Students will work in teams to collect and to organize researched information by topic in anticipation of questions asked by the moderator and audience members.
- **Discussion design/outline:** Teams will work with the moderator to develop four questions central to the topic of discussion and that all parties agree on. Moderator will then develop and research two additional questions that will not be revealed until the end-of-unit panel discussion takes place.
- Understanding the occasion and preparing to speak: Students will read “**10 Tips for Speaking on a Panel**” (<http://www.exec-comms.com/blog/2010/08/27/10-tips-for-speaking-on-a-panel/>) in order to learn do’s and don’ts of speaking in front of an audience during a panel discussion. Students will apply these tips as during the practice run and the end-of-unit panel discussion.
- **Practice run:** Moderators of five-member groups will lead group in practice runs, using one question from the four that were agreed upon and one likely additional spontaneous question. During the practice run, students are to apply the principles of ethical discussion gained from readings and exemplar analysis, including, appropriate/civil discourse lead-ins, when to speak/respond and when to defer to others, and maintaining a professional, yet persuasive tone.
- End-of-Unit Panel Discussion
- **Audience Evaluation Notebook:** Students will write out a list of questions about the event/news story that were not answered during the speech.
- **Written Reflection (metacognitive):** Students will write a one-page reflection explaining the differences between this speech and the persuasive speeches they gave during semester 1.

TEXTS

- *Essentials of Public Speaking*, Cheryl Hamilton – Chapters 2, 5, 6, 7, 10, 12
- “Thirteen Guidelines for Great Panel Discussions,” Scott Kirsner - <http://www.scottkirsner.com/panels.htm>
- “Ten Tips for Speaking on a Panel” Professionally Speaking, David Murray - (<http://www.exec-comms.com/blog/2010/08/27/10-tips-for-speaking-on-a-panel/>)

ACADEMIC VOCABULARY

- Claim
- Evidence
- Warrant
- Elaboration
- Consensus
- Collaboration
- Spontaneous

CONTENT-SPECIFIC VOCABULARY

- Panel Discussion
- Team Presentation
- Fallacious Reasoning
- Ad Hominem
- Ad Populum
- Appeal to Ignorance
- Begging the Question
- Hasty Generalization
- Post Hoc
- Slippery Slope
- Red Herring
- Counterargument

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	<ul style="list-style-type: none"> • Rebuttal
PRIORITY STANDARDS	SUPPORTING STANDARDS
<p>[RI 1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>[RI 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 8 - 9th & 10th] Delineate 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 fallacious reasoning.</p> <p>[RI 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>[W 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 4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>[SL 1] 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>[SL 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.</p> <p>[SL 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.</p> <p>[SL 4] Present information, findings, and supporting evidence ... conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>	<p>[RI 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</p> <p>[W 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.</p> <p>[W 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</p> <p>[L 1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>[L 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.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES - Recursive	

Guided Instruction and Practice:

A) Studies in Speaking Genres and Rhetorical Theory: In this phase, direct instruction and applied practice of unit's key conceptual elements (speaking genre & rhetorical theory and practice) will take place. This will include chapter readings from the text book, analysis of audio, video, and/or transcripts of model speeches and will include critical notetaking and independent and group practice exercises. Small-group activities such as jigsaws and reciprocal teaching will help to reinforce concepts. Additionally, whole-group discussions will be commonly held during this phase of instruction in order to contextualize new concepts and skills.

*Our **English learners** and students with **special needs** will benefit from the collaborative activities and discussions as peer teaching/learning will allow for reinforcement of readings and direct instruction. Such collaboration and discussions will also aid **English learners** with frequent speaking (language), and listening practice. In addition, exemplars, SDAIE strategies, and continual checking for understanding through informal and more prescriptive formative assessments will help the instructor to pinpoint students needing additional instruction.*

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Speech/Presentation – Each speech/presentation will function as the unit's summative assessment. Students will apply the unit's featured elements in these speeches and will be graded using the unit's established and shared rubric. Each subsequent speech will allow for further practice and will allow students to reinforce skills learned in prior units, ultimately leading to a level of confidence and mastery of speaking skills that will benefit students throughout their schooling and beyond.

*Students will be given opportunities to redo their speeches after feedback has been provided from the instructor. Improvement will be taken into consideration and the grade will be raised when appropriate. This will allow for further skill acquisition and confidence, especially with our **English learners** and students with **special needs**.*

Audience evaluation notebook (listening and analysis): During every speech, the audience members will be required to analyze at least one aspect of each of the unit's speeches – usually a key unit objective – and are to write a brief statement of analysis. This active listening exercise will help students to critically consider the factors that make speeches more or less impactful and successful.

Written Reflections: Each student will follow each of their culminating unit speeches with a **metacognitive reflection** explaining how he/she used the unit's key instructional concepts and practices in the speech. This recursive exercise is meant to allow students to reinforce understandings and to set goals before entering the next

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unit.

*At the beginning of every unit, students will receive a quick reference guide with a brief overview of the elements of focus in the unit, including all **essential questions, unit objectives, and key terms**. Students will also receive the rubric that will be used to evaluate the unit's summative speech. These materials will help students acquire mastery of key terms and concepts and will help to further support our **English learners** and students with **special needs**.*

***Advanced students** will be asked to lead small group activities and to help with teaching skills and concepts in whole-class settings. This practice will allow the more advanced students to challenge themselves further in the realm of public speaking and teaching.*

<end>