

<b>Course Title – Public Speaking</b>	
<b>Implement start year – 2016-2017</b>	
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<b>Unit #1 , topic – Elements of Effective Communication</b>	
<b>Transfer Goal –</b> Students will be able to independently use strategies and techniques to effectively orally communicate.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p>CCSS.ELA-Literacy.SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input checked="" type="checkbox"/>_x_ Global Awareness <input type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/>_x_ Civic Literacy <input type="checkbox"/>_ Health Literacy <input type="checkbox"/>_ Environmental Literacy</p> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/>_x_ Creativity and Innovation <input checked="" type="checkbox"/>_x_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_x_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/>_x_ Information Literacy <input checked="" type="checkbox"/>_x_ Media Literacy <input checked="" type="checkbox"/>_x_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/>_x_ Flexibility and Adaptability</p>

<p>CCSS.ELA-Literacy.SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 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>CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b> <i>Students will understand that . . .</i></p> <p><i>EU 1 there are many ways to effectively reach/connect with an audience</i></p> <p><i>EU 2 the way to deliver a message is multi-faceted and unique to each speaker, speech type, and situation.</i></p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>•</li> <li>• What makes a speaker/speech worth listening to?</li> <li>• What does a good speaker do?</li> <li>• What's more important in a speech, the content or the delivery?</li> </ul>

<p><i>EU 3 becoming a good public speaker takes time, practice, and a willingness to fail.</i></p> <p><i>EU 4 the audience's needs, background, and environment are contributing elements to the effectiveness of a speech.</i></p>	<ul style="list-style-type: none"> <li>● What is body language? How can a speaker effectively use body language?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● How does a speaker discover the appropriate elements of delivery to use in any given speech?</li> <li>● How does a speaker discover his/her strengths in the realm of vocal variety?</li> <li>● How does a speaker minimize/eliminate/improve upon his/her weaknesses?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● How does a speaker move outside his/her comfort zone while becoming a genuine and effective speaker?</li> <li>● What methods must a speaker incorporate in his/her practice in order to become more effective as a speaker?</li> <li>● What is to be gained once a speaker is willing to fail?</li> <li>● What elements must a speech writer consider when penning a manuscripted speech?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● How does a speaker become aware of his/her audience's needs and background? How does s/he find the right "match" with the audience?</li> <li>● What does an audience need in order to connect with a speaker?</li> <li>● What can keep an audience FROM connecting with a speaker?</li> <li>● How much control does a speaker have over the speaker/audience/material connection?</li> </ul>
<p><b><u>Knowledge:</u></b> <i>Students will know . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>● the types of connections speakers use to reach an audience. (humor, empathy, sympathy, imagery, wonder, anger)</li> <li>● striking performances that are memorable for a variety of reasons.</li> <li>● the dynamics of a good speech vs. the dynamics of a poor speech.</li> <li>● what effective delivery and effective content are.</li> </ul>	<p><b><u>Skills:</u></b> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> <li>● analyze a situation to pick the best type of connection to use to reach/connect with the audience.</li> <li>● evaluate the effectiveness or ineffectiveness of memorable performances.</li> <li>● analyze the dynamics of a good speech vs. a bad one.</li> </ul>

<p>EU 2</p> <ul style="list-style-type: none"> <li>• terms associated with delivery. (Tone, pitch, inflection, projection, rate/speed)</li> <li>• proper body language as it relates to delivery topic. (Poise, eye contact, posture, movement)</li> <li>• different types of delivery that exist. (deadpan, comedic, dramatic, inspirational, romantic, stern, or a mixture thereof)</li> <li>• the importance of deconstructing significant vs. insignificant elements of a piece to be orally interpreted</li> </ul> <p>EU 3</p> <ul style="list-style-type: none"> <li>• methods to help improve one’s speaking ability. (vocal variety exercises, breathing exercises, physical/movement exercises, practice on how to interpret a text)</li> <li>• that they need to embrace the idea that every failure breaks down communication apprehension/anxiety/nervousness.</li> <li>• they need to be vulnerable to be an effective speaker.</li> <li>• the process of writing, outlining, and revising a manuscripted speech.</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>• examples of alternative audience types connected with specific events.</li> <li>• appropriate choice of message and purpose as it relates to audience.</li> </ul>	<p>EU 2</p> <ul style="list-style-type: none"> <li>• use vocal variety to communicate an interpretation of a piece of literature.</li> <li>• use appropriate body language to enhance their message/interpretation of the piece.</li> <li>• utilize appropriate delivery that is a “match” for their chosen piece and its message.</li> </ul> <p>EU 3</p> <ul style="list-style-type: none"> <li>• participate in a variety of speaking exercises/improvisational games, impromptu speeches.</li> <li>• choose more challenging topics that illustrate their willingness to speak “outside the box.”</li> <li>• Create an outline prior to performance</li> <li>• Evaluate and critique a written manuscript prior to performing.</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>• prepare a speech (focusing on the same message) for two different audiences. (two speeches) use an audience-centered approach to prepare several impromptu speeches on a variety of topics.</li> </ul>
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## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

#1: Recently, it was announced that Broadway will be putting out a casting call for a new up and coming play. Auditions will be held all next week and each potential cast member must come prepared to present a one to two minute oral interpretation of a piece of literature. The director will be looking for each actor’s potential as an actor/performer. S/he will be looking for volume, intonation, pitch, appropriate illustration of emotion, body language, movement. Choose a monologue, poem, soliloquy, song, portion of a story/novel, and present it to the class (as an actor/auditioner would). Each auditioner will include an introduction to the piece that details a very brief bit of background on the piece, author, message, and why s/he chose this piece for “audition.” EU 1, EU 2, EU 3.

#2: A political candidate is campaigning and touring the country. S/he needs a speech writer to plan and compose two speeches on ONE topic for two vastly different audiences. On one particular day the candidate will deliver a speech on a specific topic to two dramatically different/opposing audiences. Write a manuscript/ speech and deliver this speech TO the candidate making sure to reach and appeal to each audience's sensibilities, needs, concerns, and biases. Keep in mind the topic, audience, and situation the candidate addresses. Keep in mind the speech writer will need to do research on the demographics of each audience, the topic's history with each audience and the situation in which s/he finds himself that day. Examples may include presenting a speech to high school students about including more healthy choices and eliminating all unhealthy choices in school lunches vs. presenting a speech to School Board members about the same topic. Another example may address year long schooling vs. the traditional Sept- June calendar. Audiences for this topic may include businesses that typically employ students in the summer and parents who typically use summer to plan family vacations. EU 3, EU 4

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-evaluations
- Audience evaluations
- Collection and evaluation of written speeches, outlines, and corresponding notes.
- Conferencing with the teacher
- Public rehearsals
- Utilize rubrics to grade peers verbal and nonverbal cues
- Notes on terminology and delivery methods.

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will participate in mini-lessons on elements of delivery (A)
- Students will engage in solo and small group improvisational exercises that focus on different types of delivery. (M,T)
- Students will participate in improvisational exercises that include props as basis for topic (M,T)
- Students will view and analyze short silent film clip demonstrating importance of body language and nonverbal cues. Strong emphasis on facial features, hand gestures, and body movements. (M,T)
- Students will engage in poetry out loud readings where a poem is memorized, performed, and adapted to different interpretations of timing and vocal dynamics. (M,T)
- Students will define Oral Interpretation (A)
- Students will analyze a piece of literature (soliloquy, poem, essay, a portion of a novel or short story, song, etc.) for its merit, meaning/purpose, and the elements that lend this piece to effective oral interpretation. (M)
- Students will present a brief (2-3 minute) introductory speech during which s/he will introduce him/herself to the class, utilizing a clever/creative “grabber,” what each student wishes people knew about him/her, one thing s/he hopes to do before s/he dies, what s/he hopes to achieve ultimately in this lifetime, and a conclusion that tells the audience why s/he is here. ( A, M & T)
- Students will reflect orally and/or in writing about their initial experience speaking in front of this audience (M)
- Students will view and/or listen to speeches that are considered those that changed the world (or are considered powerful)- in order to ID the effective elements of each. Some examples may include Martin Luther King’s “I Have a Dream” speech, JFK’s Inaugural speech, Chaplin’s “Great Dictator” speech, Barack Obama’s “Yes, We Can” speech, Lou Gehrig’s “Farewell” speech, Nolan Ryan’s Hall of Fame Induction Speech, David McCullough’s Wellesley H.S. Graduation Address- “You’re Not Special.” Will McAvoy’s “Why We’re Not the Greatest Country in the World” Speech (from HBO’s *The Newsroom*). (A, M)