

Grades: 9-12 Subject: Public Speaking	Public Speaking Course Curriculum Semester Course
Big Idea/Rationale	<ul style="list-style-type: none"> • Gain confidence and experience in public speaking • Perform a variety of speeches in class that require expository, persuasive, debate, parliamentary, and interpretive skills • Locate sources through research and differentiate between reliable and unreliable sources • Incorporate sources into speeches and conversations in order to support a position • Become proficient in research techniques, including Internet research, newspaper research, periodical research, and primary research (interviews) • Increase their working knowledge of current events • Differentiate between fact, opinion, and fact-driven opinion • Develop critical thinking skills and the ability to look at both sides of an issue • Develop an appreciation for opposing viewpoints • Develop an awareness of posture, vocal quality, personal appearance, and verbal and nonverbal communication in all speaking situations, including personal interviews • Exhibit a logical arrangement of ideas in writing and in speech • Exhibit the ability to draw logical conclusions from critical evaluation of facts and ideas.
Enduring Understandings	<ul style="list-style-type: none"> • Communication involves both speaking and listening • Communicators are senders and receivers of information. • Communication involves exchanging both verbal and non-verbal information. • Public speaking is an important skill that can be applied in a variety of modes to a variety of different situations. • A speaking opportunity must be analyzed in terms of purpose, audience, speaker, and message. • Effective speakers critically evaluate other speakers and are able to articulate suggestions into constructive feedback. • An effective public speaker may inform, persuade, entertain, inspire, and more. • Utilizing Aristotle's concepts of Ethos, Logos, and Pathos will help yield more effectively written speeches, especially in the persuasive mode. • An effective public speaker considers the audience and demonstrates pathos by adapting the speech as needed to fit the needs of the audience. • An effective public speaker demonstrates outstanding ethos. • An effective public speaker utilizes sufficient and cogent information to create sound logos. • An effective public speaker is also a willing and competent listener. • Effective speakers may gain confidence through relaxation and stress-reduction techniques, preparation and planning, and practice. • Effective speakers are able to apply the constructive feedback offered to them by others when appropriate. • Effective speakers modulate their voice, tone, and content to apply appropriately in informal and formal situations.

	<ul style="list-style-type: none"> • Effective speakers minimize the use of verbalized pauses. • Effective speakers select suitable topics according to the required speech purpose, personal interests/skills, and the audience's interests • Logical Fallacies will detract from the persuasive merits of a speech. • Application of Maslow's hierarchy of needs can illustrate whether or not a proposal offered in a speech will successfully satisfy an audience. • A speaker's oral interpretation may add to the dramatic impact of a piece of writing. • A speaker's word choice may affect an audience's reaction to a speech. • The efficacy of a speaker affects the impact and clarity of a speech's overall message; Ineffective delivery of a speech may render the speech's content meaningless.
Essential Questions	<ul style="list-style-type: none"> • What do good speakers sound like? • What is a complete thought? • How does storytelling inform and enrich our lives? • How can you make your words more effective? • How is spoken language different from written language? • What are appropriate avenues to express opinions to a variety of audiences? • What are the components of public speaking/speeches? • What are standardized methods and criterion that must be followed for effective oral communication of information?
Content (Subject Matter)	<p>Unit 1: Course Introduction: Where are we going?</p> <ul style="list-style-type: none"> • Syllabus • Introductory Speeches <ul style="list-style-type: none"> ◦ Introduce yourself, background, and answer why you took this course and what you want from it. • Rhetoric and Communications <ul style="list-style-type: none"> ◦ Content and organization of a simple speech • Small Group Communication Project <hr/> <p>Unit 2: The Details</p> <ul style="list-style-type: none"> • Dealing with stage fright • Memorization and preparation • Vocal and physical delivery • Vocabulary development • Introduction to Extemporaneous • Current Events Assignments <hr/> <p>Unit 3: Introduction to Extemporaneous Speaking</p> <ul style="list-style-type: none"> • Extemporaneous Categories – Domestic & Foreign, Commentary • Preparation: Awareness and Study of Current Events • Organization: Organizing and Maintaining a File System, Logical Arrangement • Delivery: Critical Thinking, Logical Analysis, Use of Time, and Delivery Skills • Preparation for Expository Assignment Begins <hr/> <p>Unit 4: Expository Speaking</p> <ul style="list-style-type: none"> • Expository Speaking: Speaking to Inform • Preparation: Research and Manuscript Preparation • Organization: Logical Arrangement of Ideas

	<ul style="list-style-type: none"> • Delivery: Memorization, Use of Time, and Delivery Skills • Preparation for Original Oration Assignment Begins
	<p>Unit 5: Original Oration & Rhetoric</p> <ul style="list-style-type: none"> • Original Oration: Advocating for Change & Persuasive Speech • Preparation: Research and Manuscript Preparation • Organization: Organizing and Maintaining a File System, Logical Arrangement • Delivery: Memorization, Use of Humor and Pathos, Use of Time, and Delivery Skills
<p>Standards</p>	<p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>LANGUAGE Anchor Standards Connected to Speaking and Listening</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Knowledge of Language 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. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. <p>READING</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p>

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE: Anchor Standards Connected to Reading

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

WRITING: Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WRITING: Research and Reasoning

Text Types and Purposes

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

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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**LANGUAGE: Anchor Standards Connected to Research and Reasoning
Conventions of Standard English**

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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

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	career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Materials and Resources	Talk like TED by Carmine Gallo TED talks, speeches Presidential candidate speeches American Rhetoric http://www.americanrhetoric.com/ Materials (electronic or print) deemed appropriate by the teacher