

# TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



**English Department**

**EN503  
Public Speaking**

**Adopted 6/20/2017**  
Updated 1/22/19

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

Public Speaking consists of reading, writing, language, and speaking and listening skills. During instruction students learn the fundamentals of effective communication, and build social and workplace communication skills which enables them to become effective, confident, and informed speakers who are developing the necessary awareness and abilities to critically analyze, evaluate, and critique the speeches of others. The initial focus is on building the foundational mechanics of oral delivery. Students refine vocal presentation techniques by developing conscious awareness of proper voice usage. They practice proper pronunciation and articulation of words and pauses to achieve effective oral delivery using the conventions of Standard English.

Through exposure to text and oral versions of famous speeches students develop awareness and appreciation for techniques used by powerful speakers. Oral delivery presentations include the application of valuable literacy skills such as researching; taking notes and generating supporting material; selecting a topic; determining purpose; composing a thesis; developing main points; outlining the speech and separating it into major and minor parts; selecting and using presentation aids; identifying and adapting to the audience; and delivering the speech.

Students participate in the speech-making process by responding to cross-content, career-related topics, or topics of personal interest that pertain to civic, global, health and wellness, arts and humanities, or other technology issues. They apply learned skills to deliver effective narrative, informative, demonstrative and persuasive speeches. In the process, students develop an awareness of the audience. They also learn nonverbal behavior skills such as establishing eye contact, controlling posture, using appropriate facial expressions and hand gestures to clarify messages, and paying attention to grooming and clothing choices. In addition, students learn to listen critically and apply rubric criteria to evaluate oral presentations

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>		W.10-12.4, W.10-12.5, W.10-12.6	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.6
<b>Unit 2</b>	RI.10-12.1	W.10-12.2, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6
<b>Unit 3</b>	RI.10-12.1	W.10-12.2, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6
<b>Unit 4</b>	RI.10-12.4, RI.10-12.8	W.10-12.1, W.10-12.4, W.10-12.5, W.10-12.6, W.10-12.7, W.10-12.8	SL.10-12.1, SL.10-12.4, SL.10-12.5, SL.10-12.6	L.10-12.1, L.10-12.3, L.10-12.6

### Additional Standards

Unit	WIDA	Technology	21st Century / Career
<b>1</b>	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and

		<p>to discuss a resolution to a problem or issue.</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	workers in diverse ethnic and organizational cultures.
<b>2</b>	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>3</b>	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>4</b>	ELP STANDARD 2: The	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional</li> </ul>	Standard 9.1 All students will demonstrate the

	Language of Language Arts	<p>audience and present it to peers and/or professionals in that related area for review.</p> <ul style="list-style-type: none"> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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## Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1</b>	20 days (½ marking period)
<b>Unit 2</b>	20 days (½ marking period)
<b>Unit 3</b>	20 days (½ marking period)
<b>Unit 4</b>	20 days (½ marking period)

<b>Suggested Modifications</b>
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- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

<b>Interdisciplinary Connections</b>			
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
various topics based on student interest and speech topics	various topics based on student interest and speech topics	various topics based on student interest and speech topics	ethos, pathos, logos various topics based on student interest and speech topics

## Unit 1: Introduction to Public Speaking

### Unit Summary

Unit 1 encompasses the basics of Public Speaking. The major themes included in this Unit are: Communication in Daily Life, Delivery Skills, Stage Fright, Verbal and Nonverbal Communication, Diction and Language Skills.

### Essential Questions

- What skills does one need to deliver an effective speech?
- How does the delivery of a speech affect its overall impact and efficacy?
- How does the content and organization of a speech affect its overall impact and efficacy?
- Why do people fear speaking in front of others, and how can a speaker effectively address such fears?
- What are the benefits of good public speaking skills?
- What are the different purposes for which one may deliver a speech?
- How can one prepare for a speech?
- What are the ways to organize speeches?
- How can nonverbal communication affect a speech?
- How does an audience affect a speech?
- How may a speaker gain confidence?
- What ethical responsibilities must a speaker meet?

### Writing

#### Critical Knowledge and Skills

#### Standards

Produce clear and coherent writing.

W.10-12.4

Develop and strengthen writing for a specific purpose and audience.

W.10-12.5

Use technology to produce, share and update.

W.10-12.6

### Suggested Materials/Educational Resources

*Essential Speech* ch. 1 and 2  
Self- reflection handout

<b>Speaking and Listening</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Best/worst Visuals PowerPoint Knowing Your Audience handout Interview Questions for classmates	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Public Speaking Vocabulary Handout	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
“All About Me” outline Notecards Answers to questions from ch.1-2 Self-reflection writing piece	“All About Me” Speech	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>Essential Speech</i>	N/A	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Multi- paragraph speech	Understanding of speech form	Writing conventions

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_liste">https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_liste</a>

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## Unit 2: Demonstrative Speech

### Unit Summary

The unit on Demonstrative Speeches continues to expand upon the basics of Public Speaking. A demonstrative speech can either convey information about a topic or explain how to do something. Another important aspect of this unit is the incorporation of a successful visual aid either in the process or demonstration. This unit of study also touches upon inclusion of the audience as a focus of the speech itself.

### Essential Questions

- What is a demonstrative speech?
- What strategies and techniques contribute to an effective demonstrative speech?
- How do we use audience analysis to incorporate word choice and organization into our speeches?
- How do we use an introduction to gain the audience's attention?
- How do we reinforce delivery skills?
- How do we organize the main points of a demonstrative speech?
- How do we conclude a demonstrative speech and know it has achieved its objectives?

### READING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
<b>Suggested Materials/Educational Resources</b>	
Evaluate a Website <i>Essential Speech</i> pg. 407 Evaluating Media Handout	

### WRITING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6
Conduct short as well as more sustained research projects to answer a question	W.10-12.7

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively	W.10-12.8
<b>Suggested Materials/Educational Resources</b>	
Demonstrative Speech PowerPoint (instructional) Demonstrative Speech example outline Oral Footnote Notes	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Demonstrative Speech PowerPoint (instructional) Oral Footnote PowerPoint (instructional) <i>Essential Speech</i> ch. 5 and ch. 9	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Demonstrative Speech PowerPoint (instructional) Demonstrative Speech Vocabulary Handout	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Demonstrative outline Notecards Answers to questions from ch.5 and ch. 9 in <i>Essential Speech</i> . Research activities	Demonstrative Speech with Visual Presentation

District/School Texts		District/School Supplementary Materials	
<i>Essential Speech</i>		N/A	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Multi- paragraph speech	Understanding of speech form	Writing conventions	

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

<https://www.youtube.com/watch?v=q-Gv5aDWjLo>

## Unit 3: Informative Speech

### Unit Summary

Informative Speeches are intended primarily to show, inform or clarify an idea or a process. The subjects of informative speeches are people, events, objects, processes or concepts. While they may provide one's audience with new information, Informative Speeches generally provide more in-depth information about concepts or processes. Thus, a major focus of the Informative Speech is proper research and use of visual aids, skills which are integral to the development of effective communication skills. It is strongly encouraged to introduce the the skill of finding credible sources for information.

### Essential Questions

- How can you make speeches to inform as effective as possible?
- How do speeches for special occasions differ in content and organization?
- How does drawing upon prior knowledge affect delivery?
- What elements create a moving and effective speech? (tonal inflection, diction, rhetorical strategies)
- What makes a speaker engaging? (visual aids during speech, inflection in voice)
- What are the elements of effective delivery?
- How does word choice impact?

### READING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
<b>Suggested Materials/Educational Resources</b>	
<i>Essential Speech</i> ch. 12	

### WRITING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6

Conduct short as well as more sustained research projects to answer a question	W.10-12.7
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively	W.10-12.8
<b>Suggested Materials/Educational Resources</b>	
Informative Speech PowerPoint (instructional)	
Informative Speech example outline	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Informative Speech PowerPoint (instructional)	
<i>Essential Speech</i> pgs. 222-231	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Informative Speech PowerPoint (instructional)	
Informative Speech Vocabulary Handout	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Informative outline Informative Proposal Works Cited Page/ Source analysis Notecards Answers to questions from ch.12in <i>Essential Speech</i> .	Informative Speech with visual presentation

Research activities		
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>Essential Speech</i>	N/A	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Multi- paragraph speech	Understanding of speech form	Writing conventions

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

<https://www.youtube.com/watch?v=d5GecYjy9-Q>

## Unit 4: Persuasive Speech

### Unit Summary

Persuasive Speeches are intended to influence the opinions, beliefs, attitudes, values, and acts of others; it is important for students to understand the sequential and hierarchical nature of the aforementioned terms; in other words, they need to realize that opinions are the easiest to change, and actions the hardest. A Persuasive Speech requires one's audience to make choices; these choices may range from slight shifts in opinion to wholesale changes in behavior. Given the nature and goals of the Persuasive Speech, this is the portion of the course where the introduction of the concepts *ethos*, *pathos*, and *logos* is most important. During this unit Monroe's Motivated Sequence is also a major theme. It is strongly encouraged to introduce/reinforce the the skill of finding credible sources for information.

### Essential Questions

- What are the objectives and purposes for a persuasive speech?
- How can we use logical, emotional and ethical appeal in a persuasive speech?
- How do the steps of Monroe's Motivated Sequence affect the outcome of a speech to persuade?
- What are the most effective ways to organize a persuasive speech?
- How can we avoid faulty reasoning techniques?

### READING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connection	RI.10-12.1
<b>Suggested Materials/Educational Resources</b>	
<i>Essential Speech</i> ch. 13	

### WRITING

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts	W.10-12.1
Produce clear and coherent writing.	W.10-12.4
Develop and strengthen writing for a specific purpose and audience.	W.10-12.5
Use technology to produce, share and update.	W.10-12.6

Conduct short as well as more sustained research projects to answer a question	W.10-12.7
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively	W.10-12.8
<b>Suggested Materials/Educational Resources</b>	
Persuasive Outline Sample Ethos, Logos, Pathos PowerPoint Monroe's Motivated Sequence PowerPoint	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate in collaborative discussions.	SL.10-12.1
Present information clearly, concisely and logically.	SL.10-12.4
Make strategic use of digital media.	SL.10-12.5
Adapt speech to a variety of contexts and tasks.	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Persuasive Speech PowerPoint (instructional) Ethos, Logos, Pathos PowerPoint (instructional) Monroe's Motivated Sequence PowerPoint (instructional)	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Acquire and use accurately general academic and domain-specific words and phrases	SL.10-12.6
<b>Suggested Materials/Educational Resources</b>	
Persuasive Speech Vocabulary Handout Persuasive Speech PowerPoint (instructional)	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Persuasive Outline Persuasive Proposal Works Cited Page/ Source analysis Notecards	Persuasive Speech with visual presentation

Answers to questions from ch.13 in <i>Essential Speech</i> . Research activities	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<i>Essential Speech</i>	n/a
<b>District/School Writing Tasks</b>	
<b>Task</b>	<b>Primary Focus</b>
Multi- paragraph speech	Understanding of speech form
	<b>Secondary Focus</b>
	Writing conventions

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

[https://www.ted.com/surpriseme?minutes=60&talks=1996%2C1183%2C1350%2C1992%2C587%2C1730&token=J%2FIMGZlmgA0Z5nfhDdSiGZQ%3D%3D&rating\\_word\\_id=24](https://www.ted.com/surpriseme?minutes=60&talks=1996%2C1183%2C1350%2C1992%2C587%2C1730&token=J%2FIMGZlmgA0Z5nfhDdSiGZQ%3D%3D&rating_word_id=24)