Course Title: Public Speaking

Subject: Language Arts Literacy

Grade Level: 9-12

Duration: Half Year

Prerequisite: None

Elective or Required: Elective

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

Public speaking is a course that provides instruction and experience in preparation and delivery of speeches within a public setting. Emphasis is on research, preparation, organization, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students will be able to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

Author: Christina Abrahamsen

Date Submitted: Summer 2015
Public Speaking

Topic/Unit: The Communication Process

Approximate # Of Weeks: 4 weeks

Essential Questions:
What is communication?
How do formal and informal speeches differ?
What criteria should one use to evaluate a speech?
What elements must a speaker consider before writing and delivering a speech?

Upon completion of this unit students will be able to:
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
• Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
• Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. (9-10.RI.09)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.08 and 11-12.W.08)
• 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. (9-10.W.10 and 11-12.W.10)
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the
organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)

- 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. (9-10.SL.05 and 11-12.SL.05)

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)

- 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. (11-12.RI.02)

- 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. (11-12.RI.06)

- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (11-12.RI.08)

- 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. (11-12.W.06)

- Demonstrate command of the conventions of standard English grammar and usage when writing/speaking. (9-10.L.01 and 11-12.L.01)

Interdisciplinary Standards (njcccs.org)

- Computer and Information Literacy (Standard 8.1)
- U.S. History: America in the World (Standard 6.1)
- Active Citizenship in the 21st Century (Standard 6.3)

Activities-include 21st Century Technologies:

- Identify characteristics of the communication process- Smartboard (21st Century Tech.)
- Read speech exemplars. In groups, identify aspects of speech (organization, effective introductions and conclusions, purpose, audience).
- Create a t-shirt project with pictures and symbols representing oneself. Discuss nonverbal communication.
- Interview classmate. Prepare a brief biographical speech.
- Present biographical speech.
- Apply skills of a critical listener. Complete peer critique form on classmate's speech.
- Take notes on and complete interactive activities on topics (communication process, audience and purpose, building a speech, listening and evaluation).
- Research a famous orator or speech theorist. Share information through an interactive Power Point presentation. (21st Century Tech.)
- Present speech of presentation and acceptance.
- Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
- Participate in impromptu and pantomime scenarios.

Writing Assignments:
- Informal writing samples
- Research project
- Speech outlines

Enrichment Activities:
- Research recommended public speaking web sites. Provide a written critique/evaluation of these sites (e.g. user-friendly, informative).

Methods of Assessments/Evaluation:
- Class participation (discussion, viewing guide, peer and self-critique)
- Research project on speech theorist
- Speech presentations

Resources:  Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
  Standard Deviants: Public Speaking. 2001. Film.

Online Resources:
- Teacher webpage
- American Rhetoric (www.americanrhetoric.com)
- Toastmasters International (www.toastmasters.org)
- Discovery Education (www.discoveryeducation.com)
- Clips on speech introductions and conclusions (www.curriculumbits.com.prodimages/details/english/making-a-speech.html)
- Sample Speeches (www.youtube.com)
- Speech Presentations (www.ted.com)
Public Speaking

Topic/Unit: Techniques of Delivery

Approximate # Of Weeks: 2 weeks

Essential Questions:
How does the content and organization of a speech affect its overall impact?
What stylistic, and/or rhetorical techniques lead to effective delivery?
What can speakers learn from speech exemplars?

Upon completion of this unit students will be able to:
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
• 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. (9-10.L.03)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.05 and 11-12.L.05)
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
• 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. (11-12.W.05)
• 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. (11-12.L.03)
Interdisciplinary Standards (njcccs.org)
- 21st Century Life & Career Skills (Standard 9.1)
- Computer and Information Literacy (Standard 8.1)

Activities include 21st Century Technologies:
- Identify characteristics of the vocalization process and delivery techniques- Smartboard (21st Century Tech.)
- View speech exemplars. In groups, identify delivery techniques-oratorical, figurative language, and rhythmic devices. (21st Century Tech.)
- Listen and read MLK’s “I Have a Dream” speech. In groups, identify figurative language (personification, symbolism), oratorical (refrain, dramatic pause), and rhythmic (parallelism, alliteration, antithesis) devices.
- Present dramatic interpretation of literature (poem).
- Apply skills of a critical listener. Complete peer critique form on classmate’s ability to bring poem to life using volume, diction, poise, and preparation.
- Participate in tongue twisters game.

Writing Assignments:
- Informal writing samples
- Speech outlines

Enrichment Activities:
- Transform a humorous story from own experience into an anecdote to incorporate into speech. Share anecdote with class.
- Create a small scenario of a pet peeve. Present a speech on the pet peeve, while someone in the room dramatizes the scenario.

Methods of Assessments/Evaluation:
- Class participation (discussion, viewing guide, peer and self-critique)
- Speech presentations

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
Online Resources:
- Teacher webpage
- American Rhetoric (www.americanrhetoric.com)
- Toastmasters International (www.toastmasters.org)
- Poetry Foundation (http://www.poetryfoundation.org/)
- Discovery Education (www.discoveryeducation.com)
- Sample Speeches (www.youtube.com)
- Speech Presentations (www.ted.com)
Public Speaking

Topic/Unit: Speech to Inform

Approximate # Of Weeks: 4 weeks

Essential Questions:
- What are characteristics of informative speeches?
- How are research skills essential and relevant to public speaking?
- How may a speaker effectively utilize supporting materials and information?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.05)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
- 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. (9-10.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- 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. (9-10.W.10 and 11-12.W.10)
- 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. (9-10.L.03)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades
9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- 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. (11-12.RI.02)
- 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. (11-12.RI.06)
- 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. (11-12.W.02)
- 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. (11-12.W.05)
- 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. (11-12.W.06)
- 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. (11-12.L.03)

**Interdisciplinary Standards (njcccs.org)**
- Computer and Information Literary (Standard 8.1)
- 21st Century Life & Career Skills (Standard 9.1)
- U.S. History: America in the World (Standard 6.1)

**Activities include 21st Century Technologies:**
- Identify characteristics of informative speeches- Smartboard (21st Century Tech.)
- Read informative speech exemplars. In groups, identify purpose and audience.
- Research and gather information on a current event. Prepare a speech on topic. (21st Century Tech.)
- Present current events speech.
- Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
- Review concepts and topics from course (vocalization process, speech preparation). In groups, plan an interactive lesson.
- Present lesson.
- Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
- View trailer on The King’s Speech and PowerPoint. Critically view film. Complete viewing guide. (21st Century Tech.)
- Interview 1-2 people with a variety of speech experiences. Research past practices to combat communication apprehension. Incorporate interview, research, and information from The King’s Speech to prepare speech on communication apprehension.
- Present speech.
- Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
- Participate in impromptu and pantomime scenarios.

Writing Assignments:
- Informal writing samples
- Speech outlines

Enrichment Activities:
- Research a celebrity or historical figure. Write a speech of personal experience about the subject as if speaker was the subject.
- View TED Talks speeches as models of effective informative speeches. Identify what one can learn from the TED model and/or TED speakers? What innovative and/or informative ways do the speakers reference or incorporate technology in their speeches? (http://www.ted.com/pages/about, http://www.ted.com/talks/andrew_blum_what_is_the_internet_really.html)

Methods of Assessments/Evaluation:
- Class participation (discussion, viewing guide, peer and self-critique)
- Speech presentations
- Unit Test

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
  The King’s Speech. Dir. Tom Hooper. 2010. Film.
Online Resources:
- Teacher webpage
- American Rhetoric (www.americanrhetoric.com)
- Toastmasters International (www.toastmasters.org)
- The King’s Speech PowerPoint (http://www.slideshare.net/jessedee/presentation-lessons-from-the-kings-speech-6551851)
- Discovery Education (www.discoveryeducation.com)
- Sample Speeches (www.youtube.com)
- Speech Presentations (www.ted.com)
Public Speaking

Topic/Unit: Audience Adaptation

Approximate # Of Weeks: 2 weeks

Essential Questions:
How do different purposes and audience affect the preparation, content, and language of speech presentations?
What motivates an audience?
How does a speaker connect with the audience?

Upon completion of this unit students will be able to:
• Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
• 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. (9-10.W.05)
• 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. (9-10.W.10 and 11-12.W.10)
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
• 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. (11-12.RI.06)
• 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. (11-12.W.05)

Interdisciplinary Standards (njcccs.org)
• 21st Century Life & Career Skills (Standard 9.1)
• Computer and Information Literacy (Standard 8.1)

Activities include 21st Century Technologies:
• Identify characteristics of audience adaptation-Smartboard. (21st Century Tech.)
• Analyze speech scenarios. In groups, identify if speaker considered audience in preparing speech.
• View clips of Gung Ho-complete viewing guide & discuss importance of audience adaptation. (21st Century Tech.)
• Research audience adaptation (demographic, attitudinal, environmental analysis). In groups, create an informative training presentation the character Stevenson from film should have received prior to his business presentation.
• Present training presentation.
• Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
• Participate in impromptu and pantomime scenarios.

Writing Assignments:
• Informal writing samples
• Speech outlines

Enrichment Activities:
• Think of a specific situation that illustrates the negative effects of an individual who did not consider the impact of his or her message on the receiver. Dramatize the situation and discuss importance of adapting a message to the audience.

Methods of Assessments/Evaluation:
• Class participation (discussion, viewing guide, peer and self- critique)
• Speech presentations
Resources:  Text, Literature (RL), Informational (RI)

- Teacher-created materials (RI)
- Instructional Materials (RI)
  *Gung Ho*. Dir. Ron Howard. 1986. Film.

Online Resources:

- Teacher webpage
- American Rhetoric ([www.americanrhetoric.com](http://www.americanrhetoric.com))
- Toastmasters International ([www.toastmasters.org](http://www.toastmasters.org))
- Discovery Education ([www.discoveryeducation.com](http://www.discoveryeducation.com))
- Sample Speeches ([www.youtube.com](http://www.youtube.com))
- Speech Presentations ([www.ted.com](http://www.ted.com))
Public Speaking

Topic/Unit: Speech to Persuade

Approximate # Of Weeks: 4 weeks

Essential Questions:
What are characteristics of persuasive speeches?
How does a speaker ensure effective ethos, logos, and pathos?
How can a speaker create a well-developed argument?
How is debate different from other speaking opportunities?

Upon completion of this unit students will be able to:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.RI.04 and 11-12.RI.04)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06 and 11-12.RI.06)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.01 and 11-12.W.01)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.08)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.09 and 11-12.W.09)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and
expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9-10.SL.02)
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- 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 over reliance on any one source and following a standard format for citation. (11-12.W.08)
- 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. (11-12.SL.02)

Interdisciplinary Standards (njcccs.org)
- 21st Century Life & Career Skills (Standard 9.1)
- Computer and Information Literacy (Standard 8.1)
- U.S. History: America in the World (Standard 6.1)

Activities include 21st Century Technologies:
- Identify characteristics of persuasive speeches- Smartboard. (21st Century Tech.)
- Read persuasive speech exemplars. In groups, identify purpose and audience.
- Research Aristotle’s view on public speaking. In groups, discuss the powers of persuasion and incorporating ethos, logos, and pathos in one’s speech. (21st Century Tech.)
- Read case studies and analyze ethical issues of public speakers.
- Research a social problem, its causes and effects. Develop a plan to address the problem. Apply Monroe’s Motivated Sequence (attention step, need, satisfaction, visualization, action) in planning speech.
- Present persuasive speech on policy.
- Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
- View The Great Debaters. Complete viewing guide on the art of debate and the power of words. (21st Century Tech.)
• Read article on controversial topic (“Does Death Penalty Save Lives? A New Debate?”). Assume the identity of a person quoted in article. Further research the person’s viewpoint. Debate topic in a roundtable discussion.
• Apply skills of a critical listener. Complete peer critique form on roundtable discussion.
• Participate in impromptu and pantomime scenarios.

Writing Assignments:
• Informal writing samples
• Speech outlines

Enrichment Activities:
• Research and report on winning arguments made by famous trial lawyers. Perform excerpts of these speeches to class.
• Make a training film teaching others about Monroe’s Motivated Sequence.
• Write a speech advocating a social or political position.

Methods of Assessments/Evaluation:
• Class participation (discussion, viewing guide, peer and self-critique)
• Speech presentations

Resources: Text, Literature (RL), Informational (RI)
• Teacher-created materials (RI)
• Instructional Materials (RI)

Online Resources:
• Teacher webpage
• American Rhetoric (www.americanrhetoric.com)
• Toastmasters International (www.toastmasters.org)
• Discovery Education (www.discoveryeducation.com)
• “15 Tactics to Establish Ethos” (http://sixminutes.dlugan.com/ethos-examples-speaking/)
• Sample Speeches (www.youtube.com)
• Speech Presentations (www.ted.com)
Public Speaking

Topic/Unit: Speech to Inspire and Entertain

Approximate # Of Weeks: 2-3 weeks

Essential Questions:
What are characteristics of entertainment speeches?
How does a speaker effectively incorporate humor into a speech?

Upon completion of this unit students will be able to:

- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.RI.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.10 and 11-12.W.10)
- 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. (9-10.L.03)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.SL.04 and 11-12.SL.04)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.03)
• 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. (11-12.L.03)

Interdisciplinary Standards (njcccs.org)
• 21st Century Life & Career Skills (Standard 9.1)
• Computer and Information Literacy (Standard 8.1)

Activities-includes 21st Century Technologies:
• Identify characteristics of entertainment speeches-Smartboard. (21st Century Tech.)
• Read entertainment speech exemplars. In groups, identify purpose and audience.
• View clips on incorporating humor in speeches (www.youtube.com/watch?V=Y8qYngbifrO ). (21st Century Tech.)
• Prepare and present humorous speech.
• Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
• View clips from Remember the Titans. Complete viewing guide analyzing inspirational speeches.
• Interview classmates. Prepare a speech of presentation and acceptance.
• Present speech of presentation and acceptance.
• Apply skills of a critical listener. Complete peer critique form on classmate’s speech.
• Participate in impromptu and pantomime scenarios.

Writing Assignments:
• Informal writing samples
• Speech outlines

Enrichment Activities:
• Research humorous essays. Select one and perform an excerpt.
• Take on the persona of a close friend of a historical figure or personal hero. Consider an important moment or achievement for which the person might be honored and then write an introduction for a speech.

Methods of Assessments/Evaluation:
• Class participation (discussion, viewing guide, peer and self-critique)
• Speech presentations
• Unit Test
Resources: Text, Literature (RL), Informational (RI)

- Teacher-created materials (RI)
- Instructional Materials (RI)

Online Resources:

- Teacher webpage
- American Rhetoric (www.amERICANrhetORIC.com)
- Toastmasters International (www.toastmasters.org)
- Discovery Education (www.discoveryeducation.com)
- Sample Speeches (www.youtube.com)
- Speech Presentations (www.ted.com)