

# Public Speaking

Content Area: **English**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **20 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.4	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 (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	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.
LA.RI.11-12.6	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.
LA.RI.11-12.7	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.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### Writing Standards

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LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound

reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2	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.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.8	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. (MLA or APA Style Manuals).

## **Speaking & Listening Standards**

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LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	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.

LA.SL.11-12.6

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

## Language Standards

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LA.L.11-12.1

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

LA.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.L.11-12.2

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

LA.L.11-12.3

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.

LA.L.11-12.3.A

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

LA.L.11-12.6

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.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.DC.1

Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

TECH.9.4.12.DC.6

Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.7

Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.TL

Technology Literacy

TECH.9.4.12.TL.1

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

TECH.9.4.12.IML.1

Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.IML.5

Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

TECH.9.4.12.IML.6

Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

TECH.9.4.12.IML.7

Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

With a growth mindset, failure is an important part of success.

In order for members of our society to participate productively, information needs to be shared accurately and ethically.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

## **Transfer Goals**

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Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes

## **Concepts**

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- Determine the validity of a source
- Analyze the structure and effectiveness of arguments
- Evaluate the reasoning of anchor texts
- Synthesize information from a variety of sources
- Use evidence from resources to support claims

- Write with your audience in mind
- Speak with your audience in mind
- Make strategic use of digital media
- Integrate multiple sources and present supporting evidence
- Vary syntax for effect
- Deliberate word choice is important when constructing an argument

## **Essential Questions**

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- What is the creative process for public speaking?
- Why do you need to know your audience and situation?
- How do you research effectively?
- How do you use support materials effectively?
- What organizational strategies can you use in your speech?
- How do you make a speech out of a strategy?
- What makes language so important?
- How can you use a presentation aid successfully?
- How can you help your audience listen more effectively?
- What should you consider when preparing to present an informative speech?
- What should you consider when preparing to present a persuasive speech?
- How are special occasion speeches different from other types of speeches?
- How do groups make decisions or solve problems?

## **Understandings**

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Effective public speaking considers the audience and purpose as well as ethical principles.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- How to gather survey information
- How to select and narrow a topic
- Forming a central idea
- The parts of an outline
- What are the different types of outlines
- How to cite sources in an outline
- How to choose a focused topic
- How to overcome fear of public speaking
- What type of support materials to use
- How to cite sources orally
- What should introductions and conclusions accomplish
- What are effective attention-getters
- How to boost your distinctiveness
- Types of presentation aids
- How to use presentation software
- The types and process of listening
- What can prevent effective listening
- How can you use language effectively
- How to effectively communicate in a meeting
- How to effectively communicate in an interview
- How to effectively communicate in a review
- Traditional appeals to persuade
- Modern appeals to persuade
- The different types and parts of arguments

Students will be able to:

- Complete Effective Internet and library research skills
- Research for persuasive speeches
- Research for informative speeches
- Construct an effective outline
- Create a source page
- Organize an introduction and conclusion
- Organize the body of a speech
- Analyze an audience and speaking situation
- Evaluate support materials
- Complete Effective physical and vocal delivery
- Create effective presentation aids
- Evaluate speeches
- Present within a group
- Utilize Effective word choice

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Current Events reports

Outlines

Works Cited

Presentation cards

Research

Ted Talk evaluations

Critiques of other students

PowerPoints

Edited photos

Original graphics

Class participation

Self assessment (from video)

Optional: uploading video to website

### **School Summative Assessment Pan**

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-About Me speech

-How-To speech

-Informative speech

-Persuasive speech

-Special Occasion Speech

### **Primary Resources**

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DK Guide to Public Speaking- Lisa A. Ford Brown

### **Supplementary Resources**

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Additional outside Resources:

TED Talks

Media Sites

Example Speeches

# **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support**

Powerpoint, Photoshop- used to create and display student presentations. Students will be instructed on the finer points of using these programs appropriately and to their maximum potential as supplements to public speaking.

Current Events/Research- All students will understand and follow procedures on appropriate internet research and analyzing the validity of a source

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support Videos

TED Talks

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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Math

How-To speeches

Ratio principles for graphic design

Fine Arts/Performing Arts

Science

Daily current events presentations

How-To Speeches

World Language

ELA

Applied Technology

Graphic design principles (visual presentations)	Daily current events presentations	Video creation and editing
Making original graphics in Photoshop	How-To Speeches	How-To Speeches
How-To Speeches	Business	Global Awareness
Social Studies	How-To Speeches	Daily current events presentations
Daily current events presentations	Daily current events presentations	Informative speeches
Informative speeches		

## **Learning Plan / Pacing Guide**

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Topic/Week	Activities
	Intro to Course—Benefits of taking public speaking
	Game: Which isn't true
Week 1	Research and Share Current Events
	Watch and critique sample Ted Talks
	How to do a PowerPoint
	Create original graphics and modify photos
	Current event sharing rotation (2 per class period)
	Overview of Public speaking/Create About Me PowerPoint (Write outline)
Week 2	Getting to Know Your Audience//Create About Me PowerPoint (Add titles)
	Selecting topic and Purpose/Create About Me PowerPoint (Add text)
	Selecting Your Topic and Purpose/Create About Me PowerPoint (Add photos)
	Locating Support Materials/ Create About Me PowerPoint (Practice and Time)
	Current event sharing rotation (2 per class period)
	Watch and critique sample Ted Talks
Week 3	Present About Me Speeches
	Explain How To Speech Requirements (Watch samples)
	Selecting and Testing Support Material/ Create About Me PowerPoint (Write outline)
Week 4	Current event sharing rotation (2 per class period)

Outlining Your Speech/ Create About Me PowerPoint (Add titles)

Organizing the Speech Body/Create About Me PowerPoint (Add text)

Create About Me PowerPoint (Add photos, Practice and Time)

Watch and critique sample Ted Talks

Current event sharing rotation (2 per class period)

Present How To Speeches

Present About Me Speeches

Week 5

Discuss Informative Speech

Show sample informative speeches (Middle East)

Current event sharing rotation (2 per class period)

Introductions and Conclusions/Research informative speeches

Week 6

Using Language Successfully/Research informative speeches

Delivering Your Speech/Research informative speeches

Using Presentation Aids/Write outline

Current event sharing rotation (2 per class period)

Week 7

Informative speech presentation work: Add titles, text and graphics

Current event sharing rotation (2 per class period)

Week 8

Mindful listening activity

Discuss Mindful listening

Discuss How to Evaluate speeches

Watch Ted Talks (take notes)

Week 9

Current event sharing rotation (2 per class period)

Evaluate Ted Talk

Present informative speeches

Current event sharing rotation (2 per class period)

Tools for Persuading

Week 10

Discuss requirements for the persuasive speech

Read sample persuasive speech outline

Read two sample persuasive speeches

Current event sharing rotation (2 per class period)

Week 11

Watch sample persuasive speech

Research persuasive speech

Write outline for persuasive speech

Current event sharing rotation (2 per class period)

Week 12

Write outline for persuasive speech

Add titles and text to slides

Current event sharing rotation (2 per class period)

Add text and photos to slides

Practice and time

Week 13

Watch Ted Talk Samples

Present Persuasive Speeches

Current event sharing rotation (2 per class period)

Present Persuasive Speeches

Week 14

Discuss requirements for Special Occasions Speeches

Read samples of Special Occasion Speeches

Current event sharing rotation (2 per class period)

Week 15

Watch samples of special occasion speeches

Write Special Occasion Speech

Practice and time Special Occasion Speeches

Watch Ted Talk Samples

Current event sharing rotation (2 per class period)

Week 16

Present Special Occasion Speeches

Speaking in Professional and Group Settings

Week 17

Discuss how to prepare for an interview

Finals (Mock Interviews)

Impromptu speeches

Supplemental Business presentations

Speaking in small groups

Managing anxiety and speaking