

East Stroudsburg Area School District Public Speaking

Overview: This course lays the foundation for students to explore the various contexts and forms in which Public Speaking occurs in our society.

Big Idea: Effective speaking and listening are essential for productive communication.

Essential Question: How does productive oral communication rely on speaking and listening?

Pennsylvania Common Core Standard(s): (See Appendix A)

CC.1.4.9–10.W, CC.1.4.9–10.P, CC.1.5.9–12.A, CC.1.5.9–12, CC.1.5.9–12.C, CC.1.5.9–12.D, CC.1.5.9–10.E, CC.1.5.9–10.F, CC.1.5.9–10.G

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
1. Inter/Intrapersonal Communication <ul style="list-style-type: none"> introduction speech- <ul style="list-style-type: none"> visual aid pet peeve speech <ul style="list-style-type: none"> vocal and physical animation pantomime <ul style="list-style-type: none"> voice and physical activities nonverbal communication community building impromptu speech 2. Informational Speech <ul style="list-style-type: none"> outline speech. Will include logical order to include dynamic introduction to inform (concept or procedure) audience behavior objective identify purpose, specific 	<ul style="list-style-type: none"> improve verbal and nonverbal communication skills through participation in a variety of speaking situations. participate to explore questions and to consider perspectives. increase understanding of the many contexts and forms in which public speaking occurs in our society. examine a model speech and identify its strengths and weakness in meeting the requirements of the speech type. write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. read and understand essential content of informational texts and documents across subject areas. deduce from opinion by using complete and accurate 	<ul style="list-style-type: none"> communication identity perception encoding decoding individual characteristics cultural characteristics audience receiver sender message feedback nonverbal communication denotation connotation audience behavior objective transition phrases types of outline organization (topical, 	<ul style="list-style-type: none"> <i>Public Speaking An Audience Centered Approach 6th Edition</i> Pearson Learning (2006) <i>Speak Up! An Illustrated Guide to Public Speaking 3rd Edition</i> Bedford-St. Martin's (2014) <i>The Great Debaters</i> (Harpo Films, 2007) PG-13 <i>The Art of Public Speaking: Lessons from the Greatest Speeches in History</i> (University of Louisville, 2010) 	<ul style="list-style-type: none"> classroom discussions journal entries rubrics teacher generated activities teacher/student evaluation sheet presentation of speeches

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<p>these and support. Will include: examples, anecdotes, statistics, comparisons, definitions, descriptions, quotations.</p> <ul style="list-style-type: none"> transitional phrases Adapting to your audience: cultural, sociological audience awareness <p>3. Oral Interpretation</p> <ul style="list-style-type: none"> analyzing a prose selection and/or poetry selection <p>4. Persuasion/Motivation</p> <ul style="list-style-type: none"> Debate Argument Formal Situations (interviews) Informal Situations Acceptance speeches Maslow's Hierarchy of Needs 	<p>information, coherent arguments and points of view.</p> <ul style="list-style-type: none"> use and understand a variety of media to evaluate the quality of material produced. write with control and subtle organization. determine appropriateness for specific audience and purpose. support facts and opinions with visual aids to include graphics, charts, videos, statistics, surveys. present an effective introduction, including attention getting device. use persuasive devices within speech 	<p>chronological, pro/con)</p> <ul style="list-style-type: none"> tone inflection articulation fluency pitch key volume Aristotle's persuasion (pathos, ethos, logos) Monroe's motivational sequence (attention, need, satisfaction, visualization, action) Persuasive devices: repetition, emotionally charged language, parallelism 		
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