

Public Speaking

Teacher: Amy Vander Heiden

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- CEQ**
- **WHY IS EFFECTIVE PUBLIC SPEAKING IMPORTANT?**
 - **WHAT SKILLS AND TECHNIQUES CREATE EFFECTIVE PUBLIC SPEAKING?**
 - **HOW CAN I BECOME AN EFFECTIVE PUBLIC SPEAKER THROUGH REFLECTION AND FEEDBACK?**

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ Introductory Speech Unit</p> <ul style="list-style-type: none"> ● <i>What is public speaking?</i> ● <i>How do I choose important/interesting facts about myself to share with an audience?</i> ● <i>What are the three main types of public speaking (inform, persuade, entertain)?</i> 	<p>Introductory Speech Unit</p> <ol style="list-style-type: none"> 1. Plan speech about myself that is interesting and relevant to the audience. 2. Present information in an interesting way with effective organization and transitions. 3. Speak in front of the class with poise and command of body. 	<p>Introductory Speech Unit</p> <p>LT1. I can give a speech to introduce myself to my peers.</p> <p>LT2. I can speak with poise and vocal control.</p> <p>LT3. I can give and receive effective and productive feedback.</p> <p>LT4. I can reflect on my own speaking to find areas for improvement.</p>	<p>Introductory Speech Unit</p> <p>LT1, 2, 3-11.9.6.6</p>	<p>Introductory Speech Unit</p> <p>CFA=Outline</p> <p>CFA=Planning sheet</p> <p>CFA=Note cards</p> <p>CFA=Praise, Question, Suggestion Feedback forms</p> <p>CSA=Introductory Speech</p>	<p>Introductory Speech Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Impromptu speech prompts ● Great Speakers videos ● Two Truths and a Lie ● Speech Games slides ● Six Part Outline Presentation

	<ol style="list-style-type: none"> 4. Speak loudly and clearly so that everyone in the room can hear. 5. Speak without the use of repetitive filler words. 6. Give constructive feedback. 7. Reflect on my speaking to find areas for improvement. 				
<p>UEQ Everyday Object Speech Unit</p> <ul style="list-style-type: none"> ● <i>How do I research a specific object to add interest to a speech?</i> ● <i>How do I narrow a topic?</i> ● <i>What is the six-part outline?</i> 	<p>Everyday Object Speech Unit</p> <ol style="list-style-type: none"> 1. Research an object. 2. Narrow down relevant information. 3. Write a complete speech outline. 4. Cite credible sources within a speech. 5. Present information in an interesting 	<p>Everyday Object Speech Unit</p> <p>LT1. I can give an informative speech on an object.</p> <p>LT2. I can research and narrow down relevant information.</p> <p>LT3. I can write an outline for an informative speech.</p>	<p>Everyday Object Speech Unit</p> <p>LT1, 6, 7-11.9.6.6 LT2-11.7.7.7 LT3-11.7.2.2 LT4-11.7.8.8</p>	<p>Everyday Object Speech Unit</p> <p>CFA=Topic proposal forms</p> <p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Praise, Question, Suggestion Feedback forms</p>	<p>Everyday Object Speech Unit</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Six-Part Outline Slides ● Dale Carnegie's <i>The Quick and Easy Way to Effective Speaking</i> Ch 8

	<p>way with effective organization and transitions.</p> <ol style="list-style-type: none"> 6. Speak in front of the class with poise and command of body. 7. Speak loudly and clearly so that everyone in the room can hear. 8. Speak without the use of repetitive filler words. 9. Give constructive feedback. 10. Reflect on my speaking to find areas for improvement. 	<p>LT4. I can cite credible sources within a speech.</p> <p>LT5. I can present information in an interesting way with effective organization and transitions.</p> <p>LT6. I can speak with poise and vocal control.</p> <p>LT7. I can give and receive effective and productive feedback.</p> <p>LT8. I can reflect on my own speaking to find areas for improvement.</p>		<p>CSA=Everyday Object Speech</p>	
<p>UEQ Inspirational Quote Speech Unit (students will choose this or the Pet Peeve speech below)</p>	<p>Inspirational Quote Speech Unit</p> <ol style="list-style-type: none"> 1. Choose an inspirational quote from a known author. 	<p>Inspirational Quote Speech Unit</p> <p>LT1. I can give an inspirational speech about</p>	<p>Inspirational Quote Speech Unit</p> <p>LT1, 6, 7-11.9.6.6 LT2-11.7.7.7 LT3-11.7.2.2</p>	<p>Inspirational Quote Speech Unit</p> <p>CFA=Topic proposal forms</p>	<p>Inspirational Quote Speech Unit</p> <p>Texts:</p> <ul style="list-style-type: none"> • Dale Carnegie's <i>The Quick and</i>

<ul style="list-style-type: none"> ● <i>How do I perform research on a specific person?</i> ● <i>How do I motivate an audience based on a quote?</i> 	<ol style="list-style-type: none"> 2. Research the relevance of the quote, context, and or author. 3. Narrow research to relevant and relatable information. 4. Write a complete speech outline. 5. Cite credible sources within a speech. 6. Present information in an interesting way with effective organization and transitions. 7. Speak in front of the class with poise and command of body. 8. Speak loudly and clearly so that everyone in the room can hear. 9. Speak without the use of 	<p>a quote from a known author.</p> <p>LT2. I can research and narrow down relevant information.</p> <p>LT3. I can write an outline for an informative speech.</p> <p>LT4. I can cite credible sources within a speech.</p> <p>LT5. I can present information in an interesting way with effective organization and transitions.</p> <p>LT6. I can speak with poise and vocal control.</p> <p>LT7. I can give and receive effective and productive feedback.</p> <p>LT8. I can reflect on my own speaking to find areas for improvement.</p>	<p>LT4-11.7.8.8 LT5-11.7.2.2</p>	<p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Peer evaluation forms</p> <p>CSA=Inspirational Quote Speech</p>	<p><i>Easy Way to Effective Speaking Ch 2</i></p>
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	<p>repetitive filler words.</p> <p>10. Give constructive feedback.</p> <p>11. Reflect on my speaking to find areas for improvement.</p>				
<p>UEQ Pet Peeve Speech Unit (students will choose either this or the inspirational speech above)</p> <ul style="list-style-type: none"> <i>How do I entertain an audience by talking about a pet peeve?</i> 	<p>Pet Peeve Speech Unit</p> <ol style="list-style-type: none"> Identify a pet peeve. Entertain an audience with a personal topic. Write a complete speech outline. Present information in an interesting way with effective organization and transitions. Speak in front of the class with poise and command of body. Speak loudly and clearly so 	<p>Pet Peeve Speech Unit</p> <p>LT1. I can give an informative, entertaining speech on a pet peeve.</p> <p>LT2. I can present information in an interesting way with effective organization and transitions.</p> <p>LT3. I can speak with poise and vocal control.</p> <p>LT4. I can give and receive effective and productive feedback.</p> <p>LT5. I can reflect on my own speaking to find areas for improvement.</p>	<p>Pet Peeve Speech Unit</p> <p>LT1-11.9.6.6</p>	<p>Pet Peeve Speech Unit</p> <p>CFA=Topic proposal forms</p> <p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Peer evaluation forms</p> <p>CSA=Pet Peeve Speech</p>	<p>Pet Peeve Speech Unit</p> <p>Texts:</p> <ul style="list-style-type: none"> Dale Carnegie's <i>The Quick and Easy Way to Effective Speaking</i> Ch 4

	<p>that everyone in the room can hear.</p> <ol style="list-style-type: none"> 7. Speak without the use of repetitive filler words. 8. Give constructive feedback. 9. Reflect on my speaking to find areas for improvement. 				
<p>UEQ Dj for a Day Speech Unit</p> <ul style="list-style-type: none"> • <i>How do I inform and entertain an audience by analyzing a song?</i> • <i>How do I effectively integrate digital media into a presentation?</i> 	<p>Dj for a Day Speech Unit</p> <ol style="list-style-type: none"> 1. Choose a song and artist to research. 2. Research the song and artist. 3. Narrow research to relevant and relatable information. 4. Write a complete speech outline. 5. Cite credible sources within a speech and on a 	<p>Dj for a Day Speech Unit</p> <p>LT1. I can give an informative speech on a song.</p> <p>LT2. I can integrate visuals and audio effectively into my presentation.</p> <p>LT3. I can give credit to my sources and images verbally and in a formal MLA Works Cited page.</p>	<p>Dj for a Day Speech Unit</p> <p>LT1-11.9.6.6 LT2-11.9.5.5 LT3-11.7.8.8</p>	<p>Dj for a Day Speech Unit</p> <p>CFA=Topic proposal forms</p> <p>CFA=Works Cited draft</p> <p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Peer evaluation forms</p>	<p>Dj for a Day Speech Unit</p> <ul style="list-style-type: none"> • Sample Dj for a Day Presentation and song

	<p>MLA Works Cited page.</p> <ol style="list-style-type: none"> 6. Present information in an interesting way with effective organization and transitions. 7. Integrate audio and visual components into a speech. 8. Speak in front of the class with poise and command of body. 9. Speak loudly and clearly so that everyone in the room can hear. 10. Speak without the use of repetitive filler words. 11. Give constructive feedback. 12. Reflect on my speaking to find 	<p>LT4. I can research and narrow down relevant information.</p> <p>LT5. I can write an outline for an informative speech.</p> <p>LT6. I can cite credible sources within a speech.</p> <p>LT7. I can present information in an interesting way with effective organization and transitions.</p> <p>LT8. I can speak with poise and vocal control.</p> <p>LT9. I can give and receive effective and productive feedback.</p> <p>LT10. I can reflect on my own speaking to find areas for improvement.</p>		<p>CSA=Dj for a Day Speech</p>	
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	areas for improvement.				
<p>UEQ Group Discussion Unit</p> <ul style="list-style-type: none"> • <i>How do I work together with a group to come to a consensus about a controversial topic?</i> • <i>How do I integrate ethos, logos, and pathos into my reasoning?</i> • <i>How do I perform credible research that will support my opinions and arguments?</i> • <i>How do I cite credible sources to support my ideas both in writing and speaking?</i> 	<p>Group Discussion Unit</p> <ol style="list-style-type: none"> 1. Effectively participate in a group discussion, building on others' opinions and adding to them with my own. 2. Use rhetorical techniques like ethos, logos, and pathos in discussion. 3. Perform credible research on a controversial topic. 4. Cite sources in MLA format both in writing and speaking. 5. Come to discussions prepared. 6. Give and receive constructive criticism. 	<p>Group Discussion Unit</p> <p>LT1. I can effectively participate in a group discussion by listening to others' comments, providing substantive facts, and coming to a group consensus.</p> <p>LT2. I can come prepared to discussions, having performed relevant research on a topic of inquiry.</p> <p>LT3. I can give credit to my sources verbally in a discussion.</p> <p>LT4. I can cite sources in MLA format.</p> <p>LT5. I can use rhetorical techniques like ethos, logos, and pathos in discussion.</p>	<p>Group Discussion Unit</p> <p>LT1-11.9.1.1 LT2-11.9.1.1 LT3-11.9.2.2 LT4-11.7.8.8</p>	<p>Group Discussion Unit</p> <p>CFA=Practice discussion</p> <p>CFA=Constructive criticism</p> <p>CFA=Discussion planning sheets</p> <p>CSA=Discussion</p> <p>CSA=Fact Sheet</p>	<p>Group Discussion Unit</p> <p>Discussion Prompts</p> <p>STMA Media Center Student Resources</p>

<ul style="list-style-type: none"> • <i>How do I balance leading and listening in a group situation?</i> 	<p>7. Reflect on speaking to find areas for improvement.</p>	<p>LT6. I can give and receive effective and productive feedback.</p> <p>LT7. I can reflect on my own speaking to find areas for improvement.</p>			
<p>UEQ Partner Performance Unit</p> <ul style="list-style-type: none"> • <i>How do I perform with a partner?</i> • <i>How do I interpret a script, focusing on character development, delivery, and facial expression?</i> 	<p>Partner Performance Unit</p> <ol style="list-style-type: none"> 1. Analyze the character development of my character. 2. Interpret the meaning of the text in order to act it out. 3. Give constructive feedback. 4. Reflect on my speaking to find areas for improvement. 	<p>Partner Performance Unit</p> <p>LT1. I can interpret a drama script.</p> <p>LT2. I can engage the audience through creative delivery.</p> <p>LT3. I can manipulate my facial expressions to reflect my character.</p>	<p>Partner Performance Unit</p> <p>LT1, 2, 3: 11.9.6.6</p>	<p>Partner Performance Unit</p> <p>CFA=Character development analysis handout</p> <p>CFA=Peer evaluation forms</p> <p>CSA=Partner Performance Speech</p>	<p>Partner Performance Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • NSDA Sample Dramatic Duo performance • Sample scripts
<p>UEQ Persuasive Speech Unit</p>	<p>Persuasive Speech Unit</p>	<p>Persuasive Speech Unit</p>	<p>Persuasive Speech Unit</p> <p>LT1-11.9.6.6</p>	<p>Persuasive Speech Unit</p>	<p>Persuasive Speech Unit</p> <p>Texts:</p>

<ul style="list-style-type: none"> ● <i>How do I convince an audience to agree with my argument?</i> ● <i>How do I integrate ethos, logos, and pathos into an argument?</i> ● <i>How do I use research to support my opinions?</i> ● <i>How do I give credit to my resources verbally and in writing?</i> 	<ol style="list-style-type: none"> 1. Write a persuasive speech in order to change the audience's opinion about a topic of choice. 2. Use rhetorical techniques like ethos, logos, and pathos to convince an audience. 3. Perform credible research on a topic. 4. Cite sources in MLA format both in writing and speaking. 	<p>LT1. I can give a persuasive speech on a personal, relevant issue.</p> <p>LT2. I can effectively utilize ethos, logos, and pathos to change my audience's opinion through argumentation.</p> <p>LT3. I can conduct short research and synthesize information to convince an audience.</p> <p>LT4. I can give credit to my sources verbally and in a formal MLA Works Cited page.</p>	<p>LT1-11.9.4.4 LT2-11.11.1.1 LT2-11.9.3.3</p> <p>Writing LT3-11.7.7.7 LT4-11.9.4.4 LT4-11.7.8.8</p>	<p>CFA=Topic proposal forms</p> <p>CFA=Works Cited draft</p> <p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Peer evaluation forms</p> <p>CSA=Persuasive Speech</p>	<ul style="list-style-type: none"> ● Dale Carnegie's <i>The Quick and Easy Way to Effective Speaking</i> Ch 9 <p>STMA Media Center Student Resources</p> <p>STMA Performing Arts Center</p>
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UEQ Demonstration Speech Unit	Demonstration Speech Unit	Demonstration Speech Unit	Demonstration Speech Unit	Demonstration Speech Unit	Demonstration Speech Unit
<ul style="list-style-type: none"> ● <i>How do I teach an audience about a specific skill or task?</i> ● <i>How do I blend information and entertainment for the benefit of an audience?</i> 	<ol style="list-style-type: none"> 1. Choose an skill or task to demonstrate. 2. Research the history or background of the skill. 3. Organize the speech logically based on the various steps. 4. Give constructive feedback. 5. Reflect on speaking to find areas for improvement. 	<p>LT1. I can give an entertaining demonstration speech.</p> <p>LT2. I can research the history or background of the skill.</p> <p>LT3. I can organize the speech logically based on the various steps.</p> <p>LT4. I can give constructive feedback.</p> <p>LT5. I can reflect on my own speaking to find areas for improvement.</p>	<p>LT1, 3-5-11.9.6.6 LT2-11.7.7.7</p>	<p>CFA=Topic proposal forms</p> <p>CFA=Outline</p> <p>CFA=Note cards</p> <p>CFA=Peer evaluation forms</p> <p>CSA=Demonstration Speech</p>	