

Unit 4 - Real World Public Speaking

Content Area: **English**
Course(s): **Public Speaking**
Time Period: **January**
Length: **1**
Status: **Published**

Enduring Understandings:

- Students will learn the importance of being able to think on your feet.
- Students will understand that informal public speaking opportunities will surface throughout life.
- Studentw will learn they must continue to improve understanding and implementing the elements of an effective speech/presentation

Essential Questions:

- What should I do if I don't have much time to prepare a speech?
- Why is public speaking important beyond the required school assignment?

Lesson Titles:

- Identifying Real World Speaking Scenarios
- The Important of Knowing Your Audience
- Writing/ Delivering an Impromptu Speech
- Writing/Delivering an Award/Scholarship Speech
- Writing/Delivering a Ceremonial Speech (wedding, funeral, retirement, milestone birthday)
- Career Research & Websites
- Resume Writing/ Cover Letter
- The Job Interview - Do's/Don't
- The Job Interview

21st Century Skills and Career Ready Practices:

- Communication and collaboration

- Critical Thinking and Problem Solving
- Global perspectives
- Life and career skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections:

- English Language Arts

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.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.11-12.2	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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies including but not limited to:

- effective questioning
- cooperative learning
- Socratic Seminar
- close reading
- affinity mapping
- philosophical chairs
- Delsea One

- SWAG

Students will complete the following activities during this unit:

- Acknowledge current understanding on the public speaking
- Journal Response
- Annotated Readings
- Demonstrate knowledge of terminology and concepts

Levels of Blooms/DOK

Students will demonstrate all levels.

- - Level One: Remember/Recall terminology
 - Level Two: Understand; Explain; Compare
 - Level Three: Apply speaking strategies; Implement preparation tips
 - Level Four: Analyze author's style/ techniques
 - Level Five: Evaluate speech rhetorical strategies
 - Level Six: Plan/Create speeches

Modifications

Formative Assessment:

Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass

Closure:

- Journaling: Reflection
- Self-Assessments
- Post Surveys
- "I've Learned That.."

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Impromptu Speech
 - Awards Speech
 - Ceremonial Speech
 - Job Interview
 - Favorite Speech
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- Alternate Assessment
 - Benchmark
 - Marking Period Assessment

Benchmark Assessment (s)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment (s)

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

- The Public Speaking Project - virtual text website
- Six Minutes Speaking and Presentation Skills website
- TED Talks website
- Language Arts Classroom website
- Seven Interview Questions Millennials will Always be Asked article
- "The Interview" movie