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Belleville Public Schools

Curriculum Guide

Public Speaking 2, Grades 11-12

Unit 2: Speech to Demonstrate

Belleville Board of Education

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Unit Overview

The most common type of speech to share information is the demonstration speech. A demonstration speech is a type of informative speech designed to impart to the audience information they can use to replicate a process or understand a process-oriented idea. It teaches the essential steps in completing a task or process and REQUIRES visual aids to illustrate part of the process.

Enduring Understanding

- A process speech is an excellent way to introduce the basic elements of expository speaking.
- A process speech can either convey information about a topic or explain how to perform a task.
- The correct way to incorporate a visual aid (actual, illustration or use of multimedia) can enhance the success of a presentation.
- Proper understanding of your audience's needs and concerns will result in the correct selection of a topic and its application.

- Choosing the language level that reflects the audience will result in an effective presentation.
- There are various types of introductions that lead to audience involvement and interest.
- Practice and planning of a demonstration speech is essential to its success.
- Impromptu speaking sharpens feedback and speech delivery skills.
- Materials for a speech demonstration can be organized into many different formats.
- Concluding a demonstration speech reinstates the main ideas of the speech and leaves the audience with a vivid impression of the speaker.

Essential Questions

- What is a process speech?
- How does it relate to expository speaking?
- What strategies and techniques contributes to a successfully demonstration speech?
- How do we use audience analysis to incorporate word choice and organization in our speeches?
- How does the use of jargon and informal language help to reach an audience?
- How do we use a speech introduction to grab the attention of our audience?
- How do we reinforce delivery skills?
- How do we organize the main points of a speech into its most cohesive structure?
- How do we conclude a process speech and know that it has been achieved its objectives?

Exit Skills

- Select a topic for a process speech
- Understand the interaction and relationship between audience and types of presentation
- Create a compelling introduction for a process speech
- Use a variety of visual aids to enhance the effectiveness of the presentation
- Gain confidence in their delivery skills
- Organize their speech in a format that will achieve the goals of the presentation
- Recognize how specialized language can increase audience involvement

New Jersey Student Learning Standards (NJSLS-S)

LA.W.11-12.10	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.

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.11-12.2	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.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.11-12.SL.11-12.2	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.

Interdisciplinary Connections

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

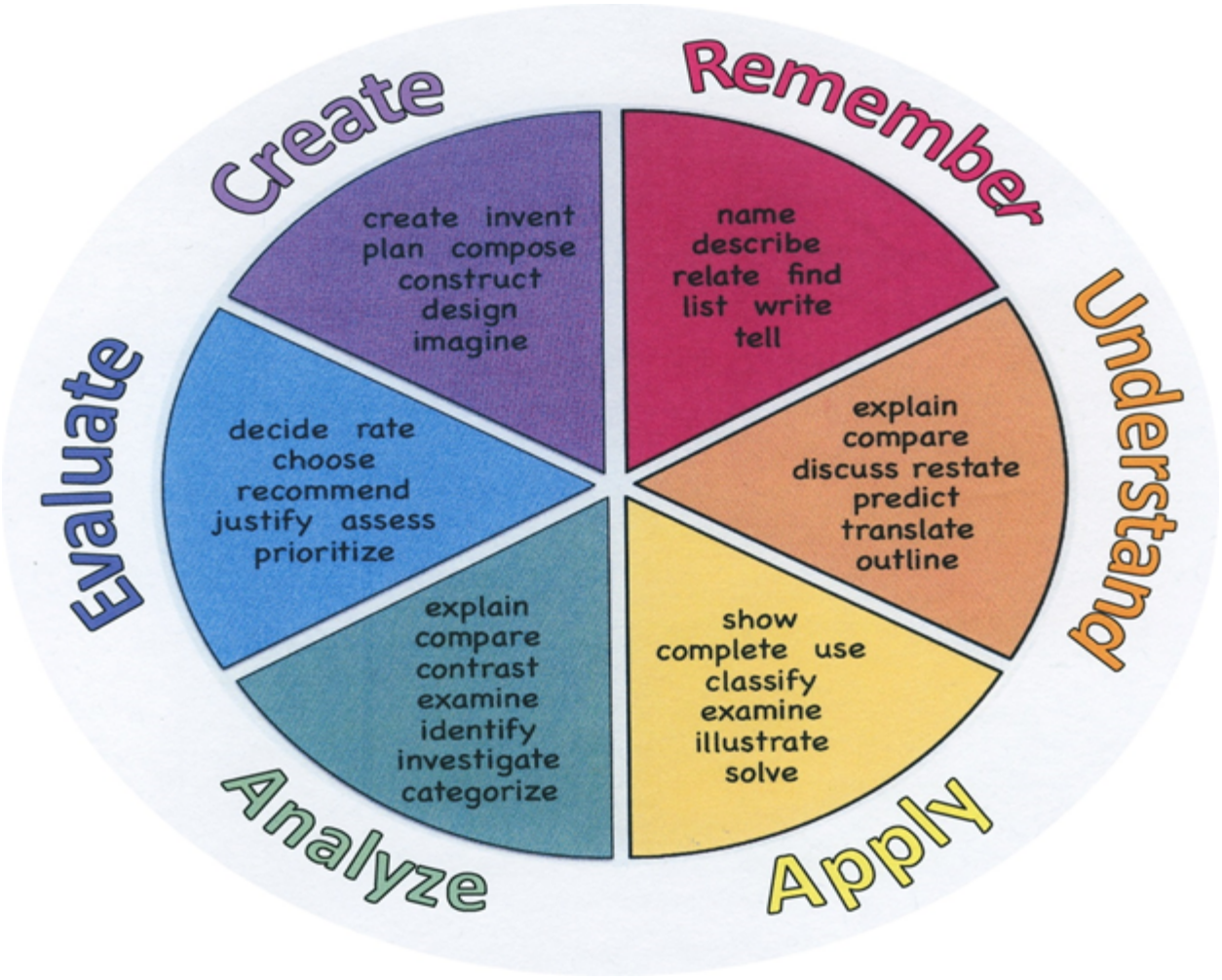
Learning Objectives

- Select a topic for a process speech
- Understand the interaction and relationship between audience and types of presentation
- Create a compelling introduction for a process speech
- Use a variety of visual aids to enhance the effectiveness of the presentation
- Gain confidence in their delivery skills
- Organize their speech in a format that will achieve the goals of the presentation

- Recognize how specialized language can increase audience involvement

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose Describe Define Label List Locate Match Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Classify Defend Demonstrate Distinguish Explain Express Extend Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Choose Dramatize Explain Generalize Judge Organize Paint Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Categorize Classify Compare Differentiate Distinguish Identify Infer Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Appraise Judge Criticize Defend Compare Assess Conclude Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Combine Compose Construct Design Develop Formulate Hypothesize Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Students will view and critique You Tube cooking demonstration; assets and disadvantages of each type of visual aid; students will discuss and analyze the use of maps, charts, graphic organizers, poster, virtual models and sample models.
- Students will create their own introductions and conclusions based on teacher-generated worksheets; students will organize a subject based on: chronological, climactic, topical, cause/effect and problem/solution order to select the most effective method
- Student evaluations and feedback through rubrics, oral feedback, and volunteer students will try to perform skills themselves to access the effectiveness of the presentation.

Assessment Evidence - Checking for Understanding (CFU)

Student Demonstration Speeches - summative assessment

Class Discussions - formative assessment

Public Speaking Graphic Organizers - alternative assessment

Other CFUs used at the teacher's discretion

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Speech for effective Communication by Robert F. Verderber (Holt, Rinehart and Winston)

Projects in Effective Communication, Editorial Director Carol Francis (Pearson Hall)

Ancillary Resources

http://www.thinkinfinity.org

http://www.csus.edu/indiv/k/kiddv/comsites/speeches.html/

http://www.abolngman.com/ab/publicspeaking-2

http://www.newyorktimes.com

Technology Infusion

Google Classroom

Google Website

Blogger

Google Docs

Google Slides

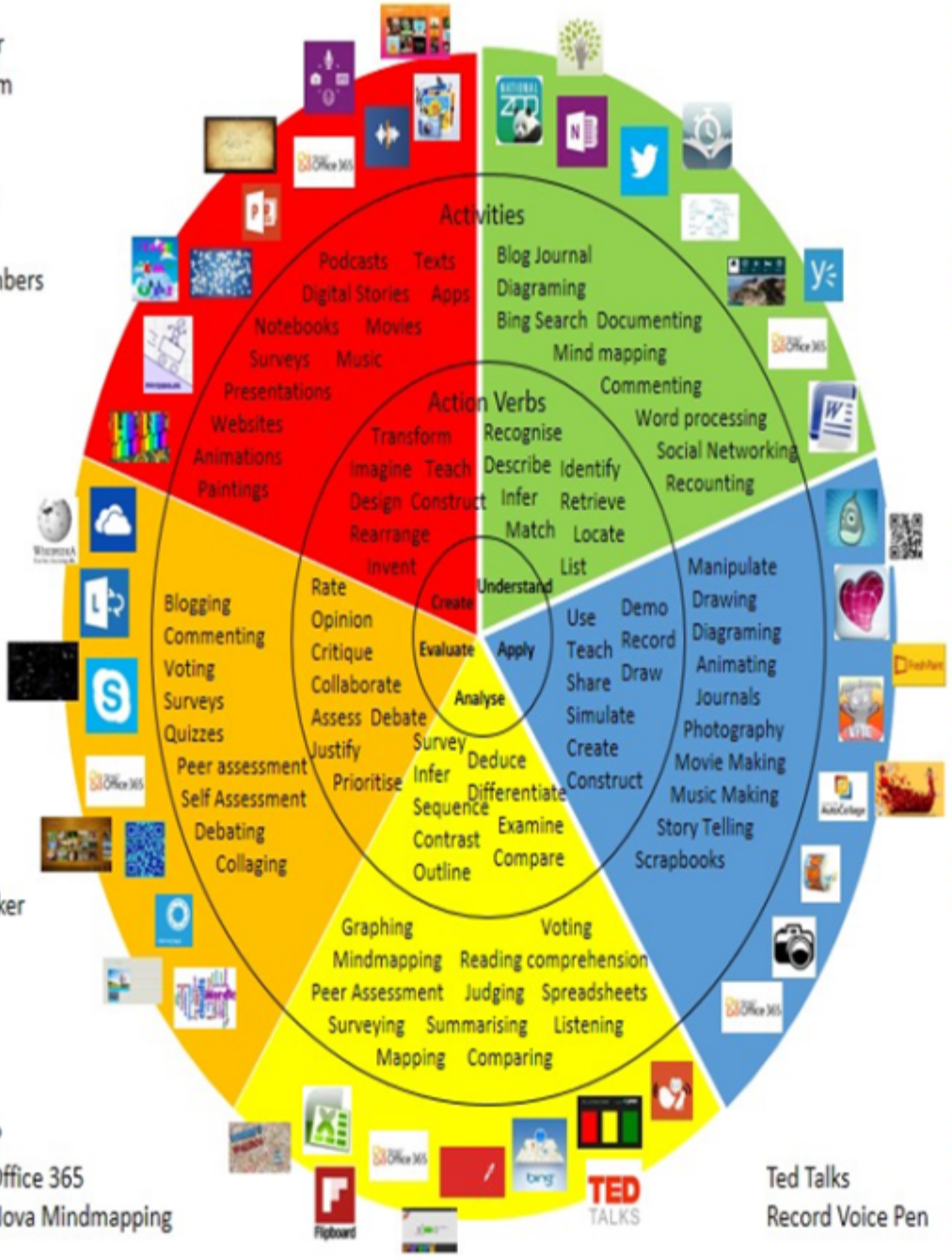
Screencastify

Other technology infusions are used at the teacher's discretion.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

-Extra time to complete assignments

-Repeat directions in class and on teacher website

-Preview vocabulary and notes on teacher website

Hi-Prep Differentiations:

-Leveled rubric (student made)

-Literature Circles/Socratic Seminar

Lo-Prep Differentiations

-Flexible grouping/seating among classmates

-Think-Pair-Share Online Blog entries

Special Education Learning (IEP's & 504's)

-Provide modifications in workload and extended time as specified in the student's IEP/504 plan

-Allow extra time for online blog submissions

-Allow student to preview the material via teacher website

-Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion

-Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

-Allow for shorter blog and homework responses

-Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Reduce multiple choice options and build the options back into the lessons so students get a feel for true AP questions

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Create two blogs about the unit (before and after)

-Allow students to work at a faster pace by having material assessible two weeks prior.

-Allow students to make more than one required speech to practice techniques.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Sample Lesson is located in Unit 1