

# Unit 1: The Communication Process

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Course(s): **Public Speaking 1**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Public Speaking I, Grades 11-12**

### **Unit 1: The Communication Process**

**Belleville Board of Education**

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## **Unit Overview**

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Unit I: The Communication Process: This Unit explains the elements of communication and the interrelated steps of the communication process, including nonverbal messages, listening and evaluating. During instruction for this unit, the student should expect to learn:

- What communication is and why it is so important;
- The difference between verbal and nonverbal communication;
- The key characteristics of vocalization;
- Skills for critical and active listening;
- Evaluating speeches with an oral and a written critique.

## **Enduring Understanding**

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1. Communication involves both speaking and listening.
2. Communicators are senders and receivers of information.
3. Communication involves exchanging both verbal and non-verbal information.
4. An effective public speaker is also a willing and competent listener.
5. Effective speakers are physically, verbally, and vocally expressive.
6. Appropriate use of kinesics can improve the overall effect of a speech; inappropriate use of kinesics can distract or detract from the speech.
7. Appropriate use of eye contact helps a speaker connect with and engage the audience.
8. Eye contact helps the speaker exude confidence.
9. There are a variety of methods speakers can use to combat stage fright.

## **Essential Questions**

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1. What skills does one need to deliver an effective speech?
2. How does the delivery of a speech affect its overall impact and efficacy?
3. How does the content and organization of a speech affect its overall impact and efficacy?
4. Why do people fear speaking in front of others, and how can a speaker effectively address such fears?
5. What are the benefits of good public speaking skills?
6. What are the different purposes for which one may deliver a speech?
7. How can one prepare for a speech?
8. How may a person deliver an effective speech in an impromptu situation?

## **Exit Skills**

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1. Explain the differences between verbal and nonverbal communication/language;
2. Demonstrate a positive attitude toward and an appreciation of the English Language and the art of communication/speaking;
3. Identify and define the elements of communication;
4. Identify how and why communication skills are important in life;

## **New Jersey Student Learning Standards (NJSL-S)**

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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.11-12.2.B | Spell correctly.   |
| 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.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- LA.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- LA.L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- LA.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- LA.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- LA.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.
- 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.
- 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.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 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.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**

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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.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

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.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Learning Objectives**

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**After completing Unit 1 The Communication Process, students will be able to:**

- Identify and define the elements of communication;
- List and explain the steps of the communication process, and explain the qualities that make someone an effective communicator;
- Explain the differences between verbal and nonverbal language;
- Identify and define each of the key characteristics of vocalization;
- Identify skills for critical and active listening;
- Explain what is meant by propaganda and identify the most commonly used propaganda techniques;
- Evaluate a speech with an oral and written critique;
- Tell jokes in character voices;
- Research career employment opportunities that rely upon non-verbal communication;
- Read "spooky" stories appropriately to the class.

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

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



### **Suggested Activities & Best Practices**

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- Students will attempt to use their nonverbal skills (without cell phone communications) for an entire day and journal their experience. This will help students to understand that our nonverbal nuances can effect the "messages" we want others to understand.
- Students will research and tell the class school appropriate jokes in character voices OR tell the class a "spooky" story in character. This drama-like activity will help students understand that the way things are said can have more impact than what actually IS said.

### **Assessment Evidence - Checking for Understanding (CFU)**

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Nonverbal Journal Day Writeup - summative assessment

Joke/Spooky Story Day in Character - 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**

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

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

## **Ancillary Resources**

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<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>

Any other sources at the teacher's discretion.

## **Technology Infusion**

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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  
 Flipboard  
 Office 365  
 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**

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### 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**

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- 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**

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

## **Differentiation**

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### 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)**

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-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
- multiple test sessions
- multi-sensory presentation

- 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)**

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-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 clarify
- 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 work presented 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**

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-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 work presented 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)**

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

-Allow students to work at a faster pace by having material assessable 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**

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Unit Name: Unit 1: The Communication Process

NJSLS: LA.SL.11-12.1.A, LA.L.11-12.4.A

Interdisciplinary Connection: World Language

Statement of Objective: SWDAT tell the class their jokes in character voice or tell their "spooky" story appropriately using tone/voice inflections, appropriate pauses, and body language.

Anticipatory Set/Do Now: Take out jokes/stories

Learning Activity: Student presentations

Student Assessment/CFU's: Rubric

Materials: Teacher created rubric, student HW

21st Century Themes and Skills: Creativity and Critical Thinking

Differentiation/Modifications: Modifications made as dictated by the student's 504 or IEP

Integration of Technology: N/A