

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



Public Speaking

June 2015

Approved by BOE April 2016

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Authors of Course Guide  
Jeffrey Bronn  
Rory Perry

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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**Curriculum Template**

Committee Member(s): Jeffrey Bronn Unit Title: Rhetorical Analysis	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• ELA:11-12 – W.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.</li> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Rhetoric is the art of writing and speaking effectively</li> <li>• The purpose of rhetoric is to understand how a message is received by a specific audience</li> <li>• Rhetorical devices are used by a speaker to enhance a message for a specific audience</li> <li>• A rhetorical analysis examines specific techniques a speaker uses to convey a message</li> </ul>	<ul style="list-style-type: none"> <li>• What is rhetoric and why study it?</li> <li>• What are rhetorical devices?</li> <li>• How does rhetoric affect speech-writing?</li> <li>• How does one analyze rhetoric?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The relationship between the speaker and audience is key in analyzing rhetoric</li> <li>• Rhetorical devices enhance/improve speech-writing and a speaker's message</li> <li>• Understanding rhetoric will improve speech-writing and speaking</li> </ul> Students will be able to do the following: <ul style="list-style-type: none"> <li>• Write a rhetorical analysis of a speech</li> <li>• Write their own speeches using rhetorical devices</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Honesty</li> </ul>	

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<ul style="list-style-type: none"> <li>• n/a</li> <li>•</li> </ul>	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher introduces the term rhetoric and reads/listens to a sample speech with the class</li> <li>• Teacher introduces several rhetorical terms/devices along with an actual example of each. These include: <ul style="list-style-type: none"> <li>-Purpose</li> <li>-Audience</li> <li>-Tone</li> <li>-Allusion</li> <li>-Antithesis</li> <li>-Repetition</li> <li>-Anaphora</li> <li>-Epiphora</li> <li>-Rhetorical Question</li> <li>-Structure</li> <li>-Figurative Language</li> </ul> </li> <li>• Teacher shows a sample of an effective rhetorical analysis</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students record rhetorical terms/devices along with examples in their notes</li> <li>• Students read a speech on their own and identify an example of each rhetorical device. Students also explain the effect of each device</li> <li>• Students write their own rhetorical analysis of a famous speech</li> </ul>

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Your task is to write a speech about advice for incoming freshmen using at least three specific rhetorical devices</p> <p>Role: One who gives advice based on experience</p> <p>Audience: Incoming Freshmen</p> <p>Situation: Incoming Freshmen Night/Orientations</p> <p>Product or Performance: Written and</p>	<ul style="list-style-type: none"> <li>• Student has written a speech that includes at least three rhetorical devices</li> <li>• Student has delivered his/her speech in front of classmates</li> </ul>

delivered speech with rhetorical devices  
Standards for Success: Audience receives  
and understands message of your  
speech

### Suggested Resources

- "American Rhetoric: The Power of Oratory in the United States." *American Rhetoric: The Power of Oratory in the United States*. N.p., n.d. Web. 29 May 2015.
- Public Speaking Handbook, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn & Bacon, 2007.
- Shea, Renee Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing and Rhetoric*. Boston: Bedford/St. Martin's, 2008. Print.

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Curriculum Template**

Committee Member(s): Rory Perry Unit Title: Introductory and Special Occasion Speeches	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 3
<b>Identify Desired Results</b>	
Common Core Standards	
<ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <u>CCSS.ELA-LITERACY.L.11-12.6</u> 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.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.3</u> 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.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• First impressions make a significant impact upon how the audience will perceive the speaker and impact the delivery of the message.</li> <li>• Artfully using the appeals of ethos, pathos and logos within a speech increases the likelihood that the audience will be attentive and also receive the message.</li> <li>• The setting of the speech will dramatically impact the delivery of it (i.e. delivering a speech to a group of high school athletes on</li> </ul>	<ul style="list-style-type: none"> <li>• Why are first impressions so important in public speaking?</li> <li>• How does the speaker establish credibility with the audience?</li> <li>• What emotional appeals should a speaker attempt to trigger in the audience? How do these emotional appeals help the speaker maintain audience interest and ensure message delivery?</li> <li>• How does the setting of the speech impact the delivery of it?</li> <li>• What are roadblocks that stand in</li> </ul>

<p>substance abuse will greatly differ in outlining, organizing and presenting than delivering one to a group of kindergarteners on proper cafeteria etiquette).</p> <ul style="list-style-type: none"> <li>• Know the impediments that hinder the performance of most public speakers (i.e. fear, anxiety, lack of preparation, etc..) and develop strategies to ensure that the speaker does not fall victim to these.</li> </ul>	<p>the way of effective speech presentation? How do they impede the speech presentation process?</p>
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**Expected Performances**  
What students should know and be able to do

<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Strategies to utilize to make an excellent first impression when delivering a speech (preparing, posture, body position, language, knowing audience, exuding confidence, fielding questions, listening, dressing, etc..)</li> <li>• The importance of Aristotle's persuasive appeals (ethos, pathos and logos) and how those appeals can be used to gain audience attention and effectively deliver a message.</li> <li>• How the setting of a speech will impact the delivery of it.</li> <li>• The roadblocks to successful speech writing and delivery and how to avoid those roadblocks in the organization and delivery of a speech.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify strategies that a speaker will utilize to make an excellent first impression when delivering a speech.</li> <li>• Define Aristotle's ethos, pathos and logos and explain how these appeals influence audience attention and message delivery.</li> <li>• Describe the impediments that hinder the performance of public speakers and avoid those in the construction and delivery of the speech of introduction and the special occasion speech.</li> <li>• Utilize the first impression strategies in the delivery of a speech of introduction and a special occasion speech.</li> </ul>
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**Character Attributes**

<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Logic</li> <li>• Confidence</li> </ul>
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**Technology Competencies**

<ul style="list-style-type: none"> <li>• Research famous public speeches and describe how ethos, pathos and logos are used.</li> <li>• Research speech settings and describe how the setting impacts the presentation.</li> <li>• Research impediments to public speaking.</li> </ul>
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## Develop Teaching and Learning Plan

<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the significance of the first impression in public speaking.</li> <li>• Teacher introduces and defines ethos, pathos and logos and the history behind these important public speaking terms.</li> <li>• Teacher explains how ethos, pathos and logos impact the audience and the effectiveness of speech.</li> <li>• Teacher discusses the importance of setting and how the setting will impact the organization and delivery of the speech.</li> <li>• Teacher introduces public speaking impediments and the profound negative impact upon the speech.</li> <li>• Teacher introduces the strategies to use to ensure that students are well prepared and confident during presentations.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will answer the question, "How do you make an effective first impression when delivering a speech?"</li> <li>• Students will observe different speeches and explain in detail the effective and ineffective elements of the speeches.</li> <li>• Students will observe speeches and identify examples of ethos, pathos and logos. Student will also critique the speaker's effectiveness in each appeal and provide examples for support.</li> <li>• Students will be given a list of scenarios and asked to describe the approach that should be taken in preparing and delivering the speech.</li> <li>• Students respond to the following prompt, "List four factors that will inhibit the speaker's ability to gain the attention of the audience and deliver the message. How can the speaker avoid these pitfalls/impediments?"</li> </ul>
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## Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Write and deliver an effective speech of introduction and a speech of occasion (wedding, funeral, job interview, toast, etc...). The speech of occasion can be mock but preferably real world.</p> <p>Role: Speaker who is passionate, confident and honest in their delivery</p> <p>Audience and Situation: Peers or possibly a live/authentic audience for the speech of occasion. The speech of occasion</p>	<ul style="list-style-type: none"> <li>• Students are evaluated on both their written speeches and delivery of speeches using the NMHS Oral Presentation Rubric</li> </ul>

<p>can be filmed.</p> <p>Product or Performance: Delivery of an introductory speech and a speech of occasion</p> <p>Standards for Success: Audience learns important background information on the speaker during the speech of introduction. Audience is captivated and receives the message during the speech of occasion. Both speeches should be organized, delivered with confidence, and avoid the speech pitfalls discussed throughout the unit.</p>	
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**Suggested Resources**

- "American Rhetoric: The Power of Oratory in the United States." *American Rhetoric: The Power of Oratory in the United States*. N.p., n.d. Web. 29 May 2015.
- Public Speaking Handbook, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn & Bacon, 2007.
- Shea, Renee Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing and Rhetoric*. Boston: Bedford/St. Martin's, 2008. Print.
- Rowh, Mark, American Psychological Association. *6 Tips for Making a Good First Impression*. 2015. <http://www.apa.org/gradpsych/2012/09/first-impresion.aspx>

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Curriculum Template**

<p>Committee Member(s): Rory Perry Unit Title: Speech Outlines &amp; Informative Speech Writing</p>	<p>Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2</p>
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.11-12.2</u> 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.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> 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.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.2</u> 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.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Outlines are an essential component of the speech writing process.</li> <li>• The organization of the outline.</li> <li>• Outlines will differ based upon the type/style of speech and the intended audience.</li> <li>• The definition of the informative speech and the various forms of informative speeches.</li> <li>• Specific rhetorical strategies can be utilized to maximize the</li> </ul>	<ul style="list-style-type: none"> <li>• What should be in an outline?</li> <li>• Why is it imperative to write an outline prior to delivering a speech?</li> <li>• How do outlines differ for each style speech?</li> <li>• What is an informative speech?</li> <li>• What are the forms of informative speech?</li> <li>• How does an informative speech differ from other forms of oration/communication?</li> </ul>

<p>effectiveness and audience involvement in the informative speech.</p>	<ul style="list-style-type: none"> <li>• What specific rhetorical strategies learned in prior units can be employed to effectively deliver an informative speech?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The components of writing an outline for a speech include topic, purpose, thesis, body, and conclusion).</li> <li>• Forms of Informative Speeches (Objects, Processes, Events, or Concepts)</li> <li>• Effective rhetorical strategies to utilize in the construction and delivery of an informative speech.</li> <li>• The organizational patterns of Informative Speeches.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Write an outline for a speech.</li> <li>• Use research and organizational skills to develop an outline on an informative topic.</li> <li>• Write and deliver an informative speech on a selected topic.</li> </ul>	
<p><b>Character Attributes</b></p>	
<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Organizer</li> </ul>	
<p><b>Technological Competencies</b></p>	
<ul style="list-style-type: none"> <li>• Synthesize information from various resources to develop an organized, well-researched and interesting outline and informative presentation.</li> </ul>	
<p><b>Develop Teaching and Learning Plan</b></p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher introduces the use of the outline in the speech preparation process.</li> <li>• Teacher introduces the format to follow in the construction of the speech outline. These components include: <ul style="list-style-type: none"> <li>-Topic</li> <li>-Purpose</li> <li>-Thesis</li> <li>-Body</li> <li>-Conclusion</li> </ul> </li> <li>• Teacher provides sample outlines</li> <li>• Teacher introduces the informative speech and the various styles of informative speeches (objects, processes, events or concepts)</li> <li>• Teacher provides samples of</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students record notes on sample speech outlines</li> <li>• Students critique sample outlines and the effectiveness of those outlines both orally and in writing. Students will closely observe how a well organized outline greatly increases the probability of an effective presentation and a poorly organized one decreases it.</li> <li>• Students will identify the style of informative speech based upon sample speeches presented to the class. Students will also be able to explain why each speech falls into that given category using specific and detailed examples from the speeches.</li> <li>• Students will deliver an informative speech.</li> </ul>

<p>outstanding informative speeches.</p> <ul style="list-style-type: none"> <li>Teacher challenges students to identify the rhetorical strategies used in sample speeches and successfully utilize those strategies in the development and delivery of their own informative speech.</li> </ul>	<ul style="list-style-type: none"> <li>Students will answer questions on the topic of the informative speech</li> </ul>
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<b>Assessments</b>	
<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Research and write an outline for an informative speech. Deliver the speech to an audience.</p> <p>Role: Student delivering an informative speech</p> <p>Audience: Class will play the role of an audience that only has as much information as their prior knowledge on the topic. Audience will ask questions that the speaker will be required to answer at the end of the presentation.</p> <p>Situation: Dependent upon selected informative speech topic</p> <p>Product or Performance: Written and delivered speech with rhetorical devices and an outline</p> <p>Standards for Success: Audience receives and understands message of your speech</p>	<ul style="list-style-type: none"> <li>Student has written an outline and an informative speech that includes rhetorical devices and actively interests the audience</li> <li>Student has delivered his/her speech in front of classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li><u>Public Speaking Handbook</u>, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn &amp; Bacon, 2007.</li> <li>Dugdale, Susan. "Sample Speech Outline." <i>Write-Out-Loud.com</i>. 2015. <a href="http://www.write-out-loud.com/sample-speech-outline.html">www.write-out-loud.com/sample-speech-outline.html</a></li> </ul>	



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Curriculum Template

Committee Member(s): Jeffrey Bronn Unit Title: Persuasive Speaking	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
Common Core Standards	
<ul style="list-style-type: none"> <li>• ELA 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• ELA:11-12 – W.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.</li> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• ELA 11-12 W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The effectiveness of persuasion is based on the appeals to the audience</li> <li>• A persuasive speech is structured with a logical flow of information that introduces the topic, stance, supporting evidence and opposing viewpoints</li> <li>• Effective delivery of a persuasive speech relies on the speaker's preparation, emphasis of key points, respect for audience and opposition, and enthusiasm of topic.</li> <li>• Effective visual aids enhance a speaker's points but do not distract</li> </ul>	<ul style="list-style-type: none"> <li>• How does one effectively persuade an audience?</li> <li>• How is a persuasive speech structured?</li> <li>• How does one effectively <i>deliver</i> a persuasive speech?</li> <li>• What is an effective visual aid?</li> </ul>

or complicate a message	
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• A topic for a persuasive speech must be appropriate and relevant for audience</li> <li>• The Aristotlean Appeals of ethos, pathos, and logos are necessary to effectively persuade</li> <li>• Research for a persuasive speech must be relevant, supportive, and valid.</li> <li>• Effective visual aids are simple and clear with little to no text.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Choose an appropriate issue for which to write and deliver a persuasive speech</li> <li>• Write and deliver a persuasive speech incorporating ethos (credibility), pathos (emotion), logos (logic)</li> <li>• Create and use a visual aid that is supportive and non-distracting of speaker's message</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Integrity</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Evaluating the validity of internet sources</li> <li>• Creating a visual aid using digital media</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher introduces concept of persuasion and shows several examples from speeches to commercials</li> <li>• Teacher introduces the Aristotlean Appeals along with an actual example of each</li> <li>• Teacher shows a video of past presidential debate</li> <li>• Teacher provides suggested topics for persuasive speeches</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students identify elements of persuasion in speeches/commercials of their own choosing</li> <li>• Students demonstrate ethos, pathos, and/or logos in a provided scenario of persuasion. For example, how would a student use pathos if he was late to class?</li> <li>• Students will use criteria from an actual debate to evaluate two candidates</li> <li>• Students will research and write their own persuasive speeches</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results



<p>Goal: Write and deliver an effective persuasive speech</p> <p>Role: Speaker who is passionate about a particular issue</p> <p>Audience: Peers who are undecided about your issue</p> <p>Situation: Forum/debate for delivering a persuasive speech</p> <p>Product or Performance: Delivery of persuasive speech</p> <p>Standards for Success: Audience gains a greater understanding of student's stance on a particular issue</p>	<ul style="list-style-type: none"> <li>• Students are evaluated on both their written speeches and delivery of speeches using the NMHS Oral Presentation Rubric</li> </ul>
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**Suggested Resources**

- "American Rhetoric: The Power of Oratory in the United States." *American Rhetoric: The Power of Oratory in the United States*. N.p., n.d. Web. 29 May 2015.
- "The Premier Online Debate Website | Debate.org." *The Premier Online Debate Website | Debate.org*. N.p., n.d. Web. 29 May 2015.
- Public Speaking Handbook, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn & Bacon, 2007.
- Shea, Renee Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing and Rhetoric*. Boston: Bedford/St. Martin's, 2008. Print.

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**Curriculum Template**

Committee Member(s): Rory Perry Unit Title: Argumentative Speech	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 3
<b>Identify Desired Results</b>	
Common Core Standards	
<ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u>            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.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.1</u>            Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.5</u>            Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.7</u>            Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• <u>CCSS.ELA-LITERACY.W.11-12.8</u>            Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.1.D</u>            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.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.5</u>            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.</li> <li>• <u>CCSS.ELA-LITERACY.SL.11-12.4</u>            Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>	
<p style="text-align: center;"><b>Enduring Understandings</b>          Generalizations of desired understanding via essential questions</p>	<p style="text-align: center;"><b>Essential Questions</b>          Inquiry used to explore generalizations</p>

(Students will understand that ...)	
<ul style="list-style-type: none"> <li>• The primary difference between an argumentative and persuasive essay is that the argumentative essay presents a “valid argument” and provides the reader opportunity to adapt or reject the presented information whereas the persuasive attempts to convince the audience of to adapt the speaker’s position.</li> <li>• The argumentative essay presents the counter claim and builds the counter claim into the outline and presentation.</li> <li>• Producing logical arguments is an important part of college and career-readiness writing and speaking.</li> <li>• Understand the differences between arguments, persuasion and propaganda.</li> <li>• Writing and evaluating arguments of facts, judgments and policies are all essential components to developing a strong argumentative speech.</li> <li>• There is an extensive research process that should be followed prior to creating the debatable thesis statement.</li> <li>• Relying on a variety of resources and eloquently building those sources into the speech is an essential component of effective speech writing.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the differences between the persuasive and argumentative essays?</li> <li>• How should the counter claim be addressed in an argumentative essay and how does it look in the outline and the presentation?</li> <li>• What are logical arguments?</li> <li>• How does one produce effective logical arguments?</li> <li>• What are the differences between arguments, persuasion and propaganda? How does one build these into an argumentative speech?</li> <li>• What are the differences between fact judgments and policies? How does one build these into an argumentative speech?</li> <li>• How should research be used and built into the argumentative speech writing process?</li> </ul>

**Expected Performances**  
What students should know and be able to do

Students will know the following:

- The differences between persuasive and argumentative speech writing.
- Research a variety of relevant resources for an argumentative speech and narrow down the information to the most relevant.
- Identify the forms of outlines which can be used to plan the construction of an argumentative speech.
- Effectively integrate arguments, persuasion, facts, judgments, and policies into an argumentative speech.

Students will be able to do the following:

<ul style="list-style-type: none"> <li>• Write an argumentative speech outline</li> <li>• Deliver an effective argumentative speech.</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Strength</li> <li>• Courage</li> <li>• Fortitude</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Evaluating the validity of internet resources.</li> <li>• Synthesizing information to use the most relevant in planning and delivering an argumentative speech.</li> <li>• Using digital media to assist in the construction and delivery of the argumentative essay.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• Teacher introduces the differences between the persuasive and the argumentative essays.</li> <li>• Teacher shows examples of argumentative and persuasive essays.</li> <li>• Teacher introduces the terms argument, persuasion, propaganda, fact, judgment and policy and explains how each functions in speech writing and delivery.</li> <li>• Teacher show students the speech writing and delivery process to follow including the research process and the development of the argumentative speech outline.</li> </ul>	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Students will observe famous and effective persuasive argumentative speeches and identify the differences between the two forms by citing specific examples.</li> <li>• Students will prepare and deliver an argumentative speech.</li> <li>• Students will identify examples of arguments, persuasion, propaganda, facts, judgments and policies and explain why the examples fall into the given categories.</li> <li>• Students will use arguments, persuasion, facts, judgments and policies in the construction of the argumentative speech.</li> </ul>

<b>Assessments</b>	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<b>Goal:</b> Research, organize and develop an argumentative speech on a teacher approved topic.	<ul style="list-style-type: none"> <li>• Student has written an outline and an argumentative speech.</li> <li>• Student has delivered his/her speech in front of classmates.</li> </ul>

<p>Role: Speaker will educate the audience on an argumentative issue.</p> <p>Audience: Classmates</p> <p>Product or Performance: Written outline and delivered speech with rhetorical devices on an argumentative issue</p> <p>Standards for Success: Audience receives and understands message of your speech.</p>	
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• "American Rhetoric: The Power of Oratory in the United States." <i>American Rhetoric: The Power of Oratory in the United States</i>. N.p., n.d. Web. 29 May 2015.</li> <li>• <u>Public Speaking Handbook</u>, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn &amp; Bacon, 2007.</li> <li>• <u>Argumentative Writing</u>. 2015. <a href="http://www.uen.org/core/languagearts/writing/argumentative.shtml">http://www.uen.org/core/languagearts/writing/argumentative.shtml</a></li> </ul>	

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Curriculum Template**

Committee Member(s): Jeff Bronn Unit Title: Motivational Speaking	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• ELA 11-12 – W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• ELA 11-12 W: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• One motivates others by demonstrating a clear understanding of background and needs of audience</li> <li>• Motivational speakers need to be enthusiastic and maintain a positive tone</li> <li>• Motivational speeches acknowledge the situation, use personal examples, and explain results of change</li> </ul>	<ul style="list-style-type: none"> <li>• How does one motivate others?</li> <li>• What are keys to motivational speaking?</li> <li>• How is a motivational speech structured?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Motivational speaking is more challenging than other types of speeches because of the psychological element involved</li> <li>• Motivational techniques include the following: focusing on smaller steps, showing support, using examples, giving the audience something to look forward to, and showing the audience the effects of change</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Apply motivational techniques to a specific scenario</li> </ul>	

<ul style="list-style-type: none"> <li>Identify characteristics of motivational speaking</li> <li>Write and deliver a motivational speech demonstrating effective content and delivery</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>Respect</li> <li>Perseverance</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>Teacher shows examples of motivational speakers</li> <li>Teacher provides informational reading on motivational techniques (see resources)</li> <li>Teacher provides students with a variety of motivational scenarios</li> </ul>	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Students research effective ways to motivate</li> <li>Students research a motivational speaker and discuss the effectiveness of the speaker</li> <li>Students watch and evaluate a motivational speech</li> <li>Students write and deliver a brief motivational speech based on a teacher provided scenario</li> </ul>

<b>Assessments</b>	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Motivate audience based on a scenario</p> <p>Role: Motivational Speaker</p> <p>Audience: Individual or group</p> <p>Situation: Motivating a person or group who is need of psychological improvement</p> <p>Product or Performance:</p> <ul style="list-style-type: none"> <li>Create a motivational scenario that includes both speaker and audience</li> <li>Consider content, structure, and</li> </ul>	<ul style="list-style-type: none"> <li>NMHS Oral Presentation Rubric</li> </ul>

<p>motivational techniques</p> <ul style="list-style-type: none"> <li>• Write and deliver motivational speech</li> </ul> <p>Standards for Success: Speaker</p> <p>successfully employs techniques and delivery to motivate audience</p>	
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• "How to Change Anybody: Proven Techniques to Reshape Anyone's Attitude, Behavior, Feelings, or Beliefs Paperback – Bargain Price, December 27, 2005." <i>How to Change Anybody: Proven Techniques to Reshape Anyone's Attitude, Behavior, Feelings, or Beliefs: David J. Lieberman: 9780312324759: Amazon.com: Books.</i> N.p., n.d. Web. 16 June 2015.</li> <li>• <u>Public Speaking Handbook</u>, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn &amp; Bacon, 2007.</li> </ul>	



## New Milford Public Schools Curriculum Template

Committee Member(s): Jeffrey Bronn Unit Title: Persuasive Speaking	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• ELA 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• ELA:11-12 – W.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.</li> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• ELA 11-12 W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The effectiveness of persuasion is based on the appeals to the audience</li> <li>• A persuasive speech is structured with a logical flow of information that introduces the topic, stance, supporting evidence and opposing viewpoints</li> <li>• Effective delivery of a persuasive speech relies on the speaker's preparation, emphasis of key points, respect for audience and opposition, and enthusiasm of topic.</li> <li>• Effective visual aids enhance a</li> </ul>	<ul style="list-style-type: none"> <li>• How does one effectively persuade an audience?</li> <li>• How is a persuasive speech structured?</li> <li>• How does one effectively <i>deliver</i> a persuasive speech?</li> <li>• What is an effective visual aid?</li> </ul>

speaker's points but do not distract or complicate a message	
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• A topic for a persuasive speech must be appropriate and relevant for audience</li> <li>• The Aristotlean Appeals of ethos, pathos, and logos are necessary to effectively persuade</li> <li>• Research for a persuasive speech must be relevant, supportive, and valid.</li> <li>• Effective visual aids are simple and clear with little to no text.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Choose an appropriate issue for which to write and deliver a persuasive speech</li> <li>• Write and deliver a persuasive speech incorporating ethos (credibility), pathos (emotion), logos (logic)</li> <li>• Create and use a visual aid that is supportive and non-distracting of speaker's message</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Integrity</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Evaluating the validity of internet sources</li> <li>• Creating a visual aid using digital media</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher introduces concept of persuasion and shows several examples from speeches to commercials</li> <li>• Teacher introduces the Aristotlean Appeals along with an actual example of each</li> <li>• Teacher shows a video of past presidential debate</li> <li>• Teacher provides suggested topics for persuasive speeches</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students identify elements of persuasion in speeches/commercials of their own choosing</li> <li>• Students demonstrate ethos, pathos, and/or logos in a provided scenario of persuasion. For example, how would a student use pathos if he was late to class?</li> <li>• Students will use criteria from an actual debate to evaluate two candidates</li> <li>• Students will research and write their own persuasive speeches</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results

<p>Goal: Write and deliver an effective persuasive speech</p> <p>Role: Speaker who is passionate about a particular issue</p> <p>Audience: Peers who are undecided about your issue</p> <p>Situation: Forum/debate for delivering a persuasive speech</p> <p>Product or Performance: Delivery of persuasive speech</p> <p>Standards for Success: Audience gains a greater understanding of student's stance on a particular issue</p>	<ul style="list-style-type: none"> <li>• Students are evaluated on both their written speeches and delivery of speeches using the NMHS Oral Presentation Rubric</li> </ul>
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### Suggested Resources

- "American Rhetoric: The Power of Oratory in the United States." *American Rhetoric: The Power of Oratory in the United States*. N.p., n.d. Web. 29 May 2015.
- "The Premier Online Debate Website | Debate.org." *The Premier Online Debate Website | Debate.org*. N.p., n.d. Web. 29 May 2015.
- Public Speaking Handbook, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn & Bacon, 2007.
- Shea, Renee Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing and Rhetoric*. Boston: Bedford/St. Martin's, 2008. Print.

**New Milford Public Schools  
Curriculum Template**

Committee Member(s): Jeffrey Bronn Unit Title: Rhetorical Analysis	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• ELA:11-12 – W.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.</li> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Rhetoric is the art of writing and speaking effectively</li> <li>• The purpose of rhetoric is to understand how a message is received by a specific audience</li> <li>• Rhetorical devices are used by a speaker to enhance a message for a specific audience</li> <li>• A rhetorical analysis examines specific techniques a speaker uses to convey a message</li> </ul>	<ul style="list-style-type: none"> <li>• What is rhetoric and why study it?</li> <li>• What are rhetorical devices?</li> <li>• How does rhetoric affect speech-writing?</li> <li>• How does one analyze rhetoric?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The relationship between the speaker and audience is key in analyzing rhetoric</li> <li>• Rhetorical devices enhance/improve speech-writing and a speaker's message</li> <li>• Understanding rhetoric will improve speech-writing and speaking</li> </ul> Students will be able to do the following: <ul style="list-style-type: none"> <li>• Write a rhetorical analysis of a speech</li> <li>• Write their own speeches using rhetorical devices</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Honesty</li> </ul>	

H
<ul style="list-style-type: none"> <li>• n/a</li> <li>•</li> </ul>

**Develop Teaching and Learning Plan**

<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the term rhetoric and reads/listens to a sample speech with the class</li> <li>• Teacher introduces several rhetorical terms/devices along with an actual example of each. These include: <ul style="list-style-type: none"> <li>-Purpose</li> <li>-Audience</li> <li>-Tone</li> <li>-Allusion</li> <li>-Antithesis</li> <li>-Repetition</li> <li>-Anaphora</li> <li>-Epiphora</li> <li>-Rhetorical Question</li> <li>-Structure</li> <li>-Figurative Language</li> </ul> </li> <li>• Teacher shows a sample of an effective rhetorical analysis</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students record rhetorical terms/devices along with examples in their notes</li> <li>• Students read a speech on their own and identify an example of each rhetorical device. Students also explain the effect of each device</li> <li>• Students write their own rhetorical analysis of a famous speech</li> </ul>
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**Assessments**

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Your task is to write a speech about advice for incoming freshmen using at least three specific rhetorical devices</p> <p>Role: One who gives advice based on experience</p> <p>Audience: Incoming Freshmen</p> <p>Situation: Incoming Freshmen Night/Orientations</p> <p>Product or Performance: Written and</p>	<ul style="list-style-type: none"> <li>• Student has written a speech that includes at least three rhetorical devices</li> <li>• Student has delivered his/her speech in front of classmates</li> </ul>

<p>delivered speech with rhetorical devices</p> <p>Standards for Success: Audience receives and understands message of your speech</p>	
<p><b>Suggested Resources</b></p>	
<ul style="list-style-type: none"> <li>• "American Rhetoric: The Power of Oratory in the United States." <i>American Rhetoric: The Power of Oratory in the United States</i>. N.p., n.d. Web. 29 May 2015.</li> <li>• <u>Public Speaking Handbook</u>, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn &amp; Bacon, 2007.</li> <li>• Shea, Renee Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. <i>The Language of Composition: Reading, Writing and Rhetoric</i>. Boston: Bedford/St. Martin's, 2008. Print.</li> </ul>	

## New Milford Public Schools Curriculum Template

Committee Member(s): Jeff Bronn Unit Title: Motivational Speaking	Course/Subject: Public Speaking Grade Level: 12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• ELA 11-12 – SL.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>• ELA 11-12 – W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• ELA 11-12 W: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• One motivates others by demonstrating a clear understanding of background and needs of audience</li> <li>• Motivational speakers need to be enthusiastic and maintain a positive tone</li> <li>• Motivational speeches acknowledge the situation, use personal examples, and explain results of change</li> </ul>	<ul style="list-style-type: none"> <li>• How does one motivate others?</li> <li>• What are keys to motivational speaking?</li> <li>• How is a motivational speech structured?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Motivational speaking is more challenging than other types of speeches because of the psychological element involved</li> <li>• Motivational techniques include the following: focusing on smaller steps, showing support, using examples, giving the audience something to look forward to, and showing the audience the effects of change</li> </ul> Students will be able to do the following: <ul style="list-style-type: none"> <li>• Apply motivational techniques to a specific scenario</li> </ul>	

<ul style="list-style-type: none"> <li>Identify characteristics of motivational speaking</li> <li>Write and deliver a motivational speech demonstrating effective content and delivery</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>Respect</li> <li>Perseverance</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>Teacher shows examples of motivational speakers</li> <li>Teacher provides informational reading on motivational techniques (see resources)</li> <li>Teacher provides students with a variety of motivational scenarios</li> </ul>	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Students research effective ways to motivate</li> <li>Students research a motivational speaker and discuss the effectiveness of the speaker</li> <li>Students watch and evaluate a motivational speech</li> <li>Students write and deliver a brief motivational speech based on a teacher provided scenario</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<b>Goal:</b> Motivate audience based on a scenario <b>Role:</b> Motivational Speaker <b>Audience:</b> Individual or group <b>Situation:</b> Motivating a person or group who is need of psychological improvement <b>Product or Performance:</b> <ul style="list-style-type: none"> <li>Create a motivational scenario that includes both speaker and audience</li> <li>Consider content, structure, and</li> </ul>	<ul style="list-style-type: none"> <li>NMHS Oral Presentation Rubric</li> </ul>



<p>motivational techniques</p> <ul style="list-style-type: none"> <li>• Write and deliver motivational speech</li> </ul> <p>Standards for Success: Speaker</p> <p>successfully employs techniques and delivery to motivate audience</p>	
<p><b>Suggested Resources</b></p>	
<ul style="list-style-type: none"> <li>• "How to Change Anybody: Proven Techniques to Reshape Anyone's Attitude, Behavior, Feelings, or Beliefs Paperback – Bargain Price, December 27, 2005." <i>How to Change Anybody: Proven Techniques to Reshape Anyone's Attitude, Behavior, Feelings, or Beliefs: David J. Lieberman: 9780312324759: Amazon.com: Books.</i> N.p., n.d. Web. 16 June 2015.</li> <li>• <u>Public Speaking Handbook</u>, 2<sup>nd</sup> Ed., Steven and Susan Beebe, NY: Allyn &amp; Bacon, 2007.</li> </ul>	