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| **Public Speaking** | | |
| Course Big Ideas | | |
| **PA Core Standards** | **Skills/Competencies** | **Content/Topics** |
| *1.2 Reading: Informational Text- Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.*  **CC.1.2.11-12H**  Analyze seminal texts based upon reasoning, premises, purposes, and arguments.  **CC.1.2.11-12F**  Evaluate how words and phrases shape meaning and tone in texts.  *1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*  **CC.1.4.11-12F**  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  **CC.1.4.11-12G**  Write arguments to support claims in an analysis of substantive topics.  **CC.1.4.11-12I**  Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases  **CC.1.4.11-12J**  Create an organization that logically sequences claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.  **CC.1.4.11-12L**  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  **CC.1.4.11-12U**  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.  **CC.1.4.11-12V**  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.  *1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*  **CC.1.5.11-12B**  Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.  **CC.1.5.11-12D**  Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience and task.  **CC.1.5.11-12E**  Adapt speech to a variety of contexts and tasks.  **CC.1.5.11-12F**  Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.  **CC.1.5.11-12G**  Demonstrate command of the conventions of standard English when speaking based on Grade 11-12 level and content.  **STANDARDS**  9.1.12A Knowledge and use of theatrical elements  9.1.12B Staging productions – role interpretation  9.1.12D Demonstrate styles through performance  9.1.12G Analyze rehearsal/practice sessions  9.3.12A Analyze different genres – poem vs. monologue  9.4.12D Analyze philosophical response – character analysis  Nonverbal Communication Skills/ Delivery  PowerPoint Creation | Use research sources in order to add credibility to claims made during speeches  Use connotation to choose words effectively.  Speech Preparation  Persuasive Techniques  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Evaluate effectiveness of speeches.  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery  Speech Preparation and Delivery | Students will be required to cite research sources during formal informative and persuasive speeches in order to add credibility to their positions.  Students will learn connotation of words and be evaluated on their word choice in their speeches.  Students will be required to use correct grammar during speeches and on presentation tools such as PowerPoint or Prezi.  Student will write and present a formal persuasive speech that utilizes persuasive techniques.  Students will present both a formal informative and persuasive speech. For both, they will make a claim that must be supported with credible sources. They should present their points with the audience in mind.  Students will make several speeches that must be organized and clearly explain their point(s).  Students will be required to use correct grammar during speeches and on presentation tools such as PowerPoint or Prezi.  Students will be required to work together in order to make a group speech such as interviewing and/or debate.  Students will be required to utilize research sources in order add credibility to various speeches.  Students will evaluate their own speeches, their peers’ speeches, and professional speeches in order to identify strengths, weaknesses, and effective speech making techniques.  Students will write and deliver a variety of speeches in which they must present information and findings and supporting evidence.  Students will adapt speeches to be appropriate for the specific audience and/or assignment.  Student will be required to incorporate visuals into their speeches such as PowerPoint, Prezi, videos, and/or photos.  Students will be required to use correct grammar during speeches and on presentation tools such as PowerPoint or Prezi.  Students will perform dramatic monologues and recitations in which they will utilize knowledge of theatre.  Students will perform dramatic monologues and recitations in which they will be required to interpret their role.  Students will be required to perform a variety of speeches and performances.  Students will be required to practice and prepare for their speeches and performances.  Students will be required to recite a poem and perform a monologue. They must understand the difference between the two.  Students must understand the character/speaker they are performing/reciting in order to successfully complete their presentation.  Students will learn nonverbal communication skills and effective speech delivery such as eye contact, voice volume, gesturing etc.  Students will learn and demonstrate effective PowerPoint creation such as lists instead of paragraphs, appropriate size of font, effective color choices etc. |
| Assessments:  Short personal story speech  Meet our guest speech (work in pairs – introduce each other)  How-To speech  Poetry recitation (children and classic)  Dramatic Monologue  Drama Presentation with a partner  Question and Answer Speech  Role Playing Speech  Debate  Speech Outlines  Speech Transcripts  Reflection Journals  Speech Evaluations  Character Analysis – Five Steps  Formal Informative Speech – research sources required  Formal Persuasive Speech – research sources required | | |