EAST PENN SCHOOL DISTRICT

PUBLIC SPEAKING & DEBATE

Approved 10/19
Effective 8/20

Unit: Narratives, Informatives, and Demonstrative Presentations

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.J
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.

CC.1.2.11–12.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading

Transfer

Students will be able to independently use their learning to recognize, understand, and display the essential elements of verbal and nonverbal communication.

Meaning

UNDERSTANDINGS

U1: Communication is the process of sending and receiving messages either vocally or symbolically.
U: Use of delivery skills such as volume, vocal quality, diction, eye contact and body language are necessary for effective public speaking
U3: Processes used in turning ideas and feelings into verbal and nonverbal messages and the interpretation by the listener of those messages
U4: Constructive criticism is important in maintaining respect and rapport between students in developing stronger speaking skills.

ESSENTIAL QUESTIONS

EQ1: Why is organization important in an effective speech?
EQ2: How can we maximize the impact of a speech?
EQ3: What makes a speech effective for both speaker and audience?

	Acquisition	
and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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. CC.1.4.11–12.G Write **arguments** to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I 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	*Students will know...* K1: Strategies for dealing with stage fright will make the speaking experience more effective and enjoyable K2: Materials for a speech demonstration can be organized into many different formats K3: Verbal and nonverbal cues help an audience to understand the major points of a speech K4: Logical, emotional and ethical proof is necessary in order to convey the message of the speaker	*Students will be skilled at...* S1: Understanding the interaction and relationship between audience and types of presentation S2: Using vivid language to inform, educate, or entertain an audience S3: Organizing material into a comprehensive outline S4: Using and recognizing transitional phrases in creating an effective speech S5: Using a variety of visual aids to enhance the effectiveness of the presentation S6: Organizing their speech in a format that will achieve the goals of the presentation S7: Gaining confidence in their delivery skills S8: Incorporating the use of quotations and other devices to make their speeches more effective S9: Evaluating the presentation of peers according to a prescribed rubric

anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.11–12.J Create organization that logically sequences claim(s), 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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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. CC.1.4.11–12.U 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.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B 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.1.5.11–12.E Adapt speech to a variety of contexts and tasks.		

Unit: Persuasive Presentations and Debates

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.J
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.

CC.1.2.11–12.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.I
Determine or clarify the meaning of unknown and multiple-meaning

Transfer

Students will be able to independently use their learning to recognize, understand, and display the essential elements of verbal and nonverbal communication.

Meaning

UNDERSTANDINGS
U1: Communication is the process of sending and receiving messages either vocally or symbolically.
U2: Use of delivery skills such as volume, vocal quality, diction, eye contact and body language are necessary for effective public speaking
U3: Processes used in turning ideas and feelings into verbal and nonverbal messages and the interpretation by the listener of those messages
U4: Constructive criticism is important in maintaining respect and rapport between students in developing stronger speaking skills.

ESSENTIAL QUESTIONS
EQ1: What are the objectives and purposes for a persuasive speech?
EQ2: How can we use logical, emotional and ethical appeal in a speech to persuade?
EQ3: What are the most effective ways to organize a speech to persuade?
EQ4: How does an audience evaluate a speech to persuade?

Acquisition

Students will know...
K1: Strategies for dealing with stage fright will make the speaking experience more effective and enjoyable
K2: Logical, emotional and ethical proof is necessary in order to convey the message of the speaker.
K3: Verbal and nonverbal cues help an audience to understand the major points of a speech

Students will be skilled at...
S1: Understanding the interaction and relationship between audience and types of presentation
S2: Using vivid language to inform, educate, or entertain an audience
S3: Organizing material into a comprehensive outline
S4: Using and recognizing transitional phrases in creating an effective speech

words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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. CC.1.4.11–12.G Write **arguments** to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I 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.	K4: The objectives for a speech to persuade are to motivate, encourage, convince or support an ideas or behavior. K5: The audience reaction to a persuasive speech will result in a change in attitude, thinking and action.	S5: Using a variety of visual aids to enhance the effectiveness of the presentation S6: Organizing their speech in a format that will achieve the goals of the presentation S7: Gaining confidence in their delivery skills S8: Incorporating the use of quotations and other devices to make their speeches more effective S9: Evaluating the presentation of peers according to a prescribed rubric

CC.1.4.11–12.J Create organization that logically sequences claim(s), 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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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. CC.1.4.11–12.U 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.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B 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.1.5.11–12.E Adapt speech to a variety of contexts and tasks.		