

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

LAW AND PUBLIC SERVICE

HONORS SPEECH, DEBATE, AND DRAMATIC ARTS WORKSHOP

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

The overall purpose of this course is to prepare the students in the Law and Public Service Learning Center to be skilled communicators. This workshop-style class will establish a comfortable environment where students are free to take risks. The teacher will utilize dramatic activities in order to develop the students' public speaking skills and listening abilities. One of the primary objectives of the course is to help each student develop his/her own public speaking/communication style. The teacher will guide each individual student throughout the year so that skills may be developed and honed. Students will identify and further develop their areas of both strengths and weaknesses so that they may grow into effective communicators. Students will complete a variety of oral presentations over the course of the year, each one increasing in the level of difficulty.

Course Description

This course is designed to allow the students ample presentation and performance opportunities so that they may gain experience in front of an audience. Throughout the course of the year, students will participate in class, small group, and partner exercises. Before each major presentation (i.e. individual oral interpretation of poem / song lyrics, informative speech, etc.) students will participate in several small group presentations to develop and master the necessary skills. The intention behind this method is to develop and practice the skills of the unit in a collaborative and creative environment, so that the students' knowledge, skills, and especially confidence levels will be raised by the time they deliver their individual presentations. Students will present a variety of speeches, including but not limited to oral interpretation and persuasive speeches on controversial topics. In addition, students will develop debate skills throughout the year, which will culminate in a formal debate that includes constructive speeches and rebuttals. Videos and audio clips will be utilized to supplement lessons so that students may see and hear exemplary speakers and performers. In addition, students will complete written assignments that include self-evaluations, peer critiques, and observations. The course is activity-based rather than lecture-based, and is designed to give students the freedom that comes with being in a workshop setting.

Freehold Regional High School District
Curriculum Map

Honors Speech, Debate, and Dramatic Arts Workshop

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.3 C.2	A person's nonverbal behavior can reveal more about a person than his / her verbal behavior.	<p>What can a person's nonverbal behavior reveal about him/her?</p> <p>Why is it important to gain an awareness of one's nonverbal behavior in order to become an effective communicator?</p> <p>How can the <i>way</i> something is said have more of an impact on an audience than <i>what</i> is said?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Theater exercises</p> <p>Anticipatory Set</p> <p>Questions</p>	<p>Theater exercises— whole class and small group</p> <p>Journals</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Small group oral presentations</p> <p>Written observations</p> <p>Participatory</p> <p>Rubrics</p> <p>Role Play</p>	<p>Oral Presentations</p> <p>Self-evaluation</p> <p>Projects</p>
1.3 C.1 1.3 C.2 1.1. C.1	An effective public speaker must be an effective improviser.	<p>Why is it important for a public speaker to be able to “think on one's feet”?</p> <p>What skills does a strong improviser possess?</p> <p>How can improvisation skills help a person when presenting a speech?</p>	<p>Theater exercises</p> <p>Surveys / questionnaires</p> <p>Class discussion</p>	<p>Theater exercises— whole class, small group, partners</p> <p>Journals</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Small group oral presentations</p> <p>Written observations</p> <p>Participatory Rubrics</p>	<p>Small group</p> <p>Original scene performances</p> <p>Improvisation activities</p>
1.3 C.2	A person's speech reveals his/her background, education, and personality.	<p>How can a speaker develop his/her articulation skills?</p> <p>How can a speaker become a better “listener” of his/her own voice?</p> <p>How can a person “correct” imperfections in his/her speech?</p>	<p>Theater exercises</p> <p>Surveys / questionnaires</p> <p>Class discussion</p>	<p>Vocal exercises— small group and individual</p> <p>Small group presentations</p> <p>Theater exercises— whole class, small group, partners</p> <p>Written observations</p> <p>Interviews</p>	<p>Oral Presentations</p>

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.2 C.2 1.3 C1 1.3 C.2 3.3 D	Expressiveness is one of the most important skills for a public speaker to possess.	Why is it important for a speaker to avoid speaking in monotone? How can gestures and movement enhance a speech? Why should a public speaker/actor learn to develop effective facial expressions?	Theater exercises Class discussion Student survey	Theater exercises Quizzes Written assignments Improvisation work Participatory Rubrics Written observations Interviews	Oral presentations Theatrical performances
1.3 C2 9.1 B1 3.3 D 8.1 A3	An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his/her audience.	How can a speaker generate enthusiasm in the audience for his/her topic? How can one create an introduction that will “hook” the audience and a conclusion that will encourage the audience to want to further pursue the topic? How can one create a strong informative speech?	Surveys/ questionnaires Class discussion	Small group oral presentations Small group performances Quizzes Written observations Participatory Rubrics	Individual Oral Presentations Partner Oral Presentations
1.1 C.2 1.2 1.2 C2 1.3 C.2 3.3 D 8.1 C1 8.1 A3 9.1 F2	An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic.	How can a persuasive speaker appeal to the <i>mind</i> of a listener? How can a persuasive speaker appeal to the <i>heart</i> of a listener? How can a persuasive speaker appear credible and ethical to a listener?	Surveys/ questionnaires Theater exercises	Informal debate Small group presentations Theater exercises Participatory Rubrics Interviews Quizzes	Oral Presentations Theatrical Presentations Informal Debate Formal Debate Projects
1.1.C.2 1.1.C.1 1.3 C.1 1.3 C.2 1.2.A.2 3.3 D	Public speaking is a form of theater and requires the mastery of specific dramatic skills.	Why is it important for a public speaker to develop dramatic skills? How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his/her skills? How can one apply theatrical skills to a speech presentation?	Improvisation exercises Class discussion Surveys/ questionnaires	Improvisation exercises Theater exercises Script analysis Participatory Rubrics	Student-devised theatrical performances Scripted performances Oral presentations

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors Speech, Debate, and Dramatic Arts Workshop

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Introduction to Verbal and Nonverbal Communication	<p>A person's nonverbal behavior can reveal more about a person than his/her verbal behavior. An effective public speaker must be an effective improviser. Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Students will be able to identify and develop the verbal and nonverbal skills needed in order to become effective public speakers.</p>	4-5 weeks
Unit #2: Vocal Production	<p>A person's speech reveals his / her background, education, and personality. Public speaking is a form of theater and requires the mastery of specific dramatic skills. Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>Students will be able to gain an awareness of their vocal strengths and weaknesses while further developing their vocal skills.</p>	5-6 weeks
Unit #3: Oral Interpretation	<p>Expressiveness is one of the most important skills for a public speaker to possess. Public speaking is a form of theater and requires the mastery of specific dramatic skills. An effective public speaker must be an effective improviser.</p> <p>Students will be able to give an effective oral interpretation presentation.</p>	6-7 weeks
Unit #4: Informative Speaking	<p>An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his/her audience. Expressiveness is one of the most important skills for a public speaker to possess. Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Students will be able to demonstrate the skills needed in order to deliver an effective informative speech.</p>	6-7 weeks
Unit #5: Persuasive Speaking	<p>An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic. Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Students will be able to effectively deliver a persuasive speech on a topic of their choice.</p>	6-7 weeks
Unit #6: Debate	<p>An effective public speaker must be an effective improviser. Public speaking is a form of theater and requires the mastery of specific dramatic skills. An effective persuasive speaker is one who can alter the way an audience thinks and/or feels about a topic.</p> <p>Students will be able to demonstrate mastery of advanced public speaking skills, specifically those involved with persuasive speaking and debate.</p>	5-6 weeks

Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #1: Introduction to Verbal and Nonverbal Communication

Enduring Understandings: A person’s nonverbal behavior can reveal more about a person than his / her verbal behavior.
 An effective public speaker must be an effective improviser.
 Public speaking is a form of theater and requires the mastery of specific dramatic skills.

Essential Questions: What can a person’s nonverbal behavior reveal about him / her? Why is it important to gain an awareness of one’s nonverbal behavior in order to become an effective communicator? How can one develop the ability to effectively listen? Why is it important for a public speaker to be able to “think on one’s feet”? How can the *way* something is said have more of an impact on an audience than *what* is said?

Unit Goal: Students will be able to understand the verbal and nonverbal skills needed in order to become effective public speakers.

Duration of Unit: 4-5 weeks

NJCCCS: 1.1 C1, 1.1 C2, 1.2 A2, 1.3 C1, 1.3 C2, 3.4 A, 3.4B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are some ways for a person to become more aware of his/ her nonverbal “traits”?	Verbal communication Nonverbal communication Eye contact Poise Body language Gestures Facial expression Posture	<u>Creative Communication</u> Internet Public speaking videos Mime videos	<i>Suggested Strategies:</i> Class discussion Theater activities (whole class)—vocal and physical exercises Pantomime / movement work “Mirror” exercise Small group work Observations of students <i>Alternate Strategies:</i> Handouts Class discussion Small group work	<i>Suggested Strategies:</i> Written observation and analysis of a friend / family member’s nonverbal behavior <i>Alternate Strategies:</i> Small group skits and presentations
What are common nonverbal “distractions” that one should be careful to avoid?	Verbal communication Nonverbal communication Eye contact Symbols Poise Listening Body language	<u>Creative Communication</u> Internet Public speaking videos Mime videos	<i>Suggested Strategies:</i> Class discussion Theater activities (whole class)—vocal and physical exercises Role play—effective and ineffective nonverbal behavior	<i>Suggested Strategies:</i> Worksheets Skits Small group oral presentations
What skills does an effective listener possess?	Focus Observation “Rules” of listening Communication	<u>Creative Communication</u> Internet Public speaking videos Mime videos	<i>Suggested Strategies:</i> Partner work—communication activities Listening exercises / note-taking	<i>Suggested Strategies:</i> Listening “tests”
How can improvisation activities be used to help a person develop the ability to think /react “on one’s feet”?	Origins of improvisation Commedia dell’arte” “Rules” of improvisation	Texts by Viola Spolin Internet “Whose Line Is It, Anyway?” <u>Creative Communication</u>	Improvisation activities—volunteers in front of class (partners/small groups) and whole class activities	<i>Suggested Strategies:</i> Improvisation activities Quiz Improvisation “performance”—class participates in an improvisation show with an audience
Why is speech important?	Social function of speech Three purposes of speech: to inform, persuade, and entertain Extemporaneous speaking	<u>Creative Communication</u>	<i>Suggested Strategies:</i> Pantomime activities Notes Small group skits	<i>Suggested Strategies:</i> Quiz Small group skits

Suggestions on how to differentiate in this unit:

- The teacher can set aside time to work one-on-one with students on specific skills that are difficult for individual students.
- Students who are adept in certain areas can mentor classmates who are struggling with specific skills.

**Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #2: Vocal Production**

Enduring Understandings: A person’s speech reveals his / her background, education, and personality.
Public speaking is a form of theater and requires the mastery of specific dramatic skills.
Expressiveness is one of the most important skills for a/ public speaker to possess.

Essential Questions: How can a speaker develop his / her articulation skills?
How can a speaker become a better “listener” of his / her own voice?
How can a person “correct” imperfection in his / her speech?
Why is it important for a speaker to avoid speaking in monotone?

Unit Goal: Students will be able to gain an awareness of their vocal strengths and weaknesses while further developing their vocal skills.

Duration of Unit: 5-6 weeks

NJCCCS: 1.1 C2, 1.2 A2, 1.3 C1, 1.3 C2, 3.3 D, 1.3 C.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does one develop a varied vocal tone?	Emphasis Vocal tone Inflection Expressiveness Pitch	<u>Creative Communication</u> Internet Guest Speakers Audio recordings	<i>Suggested Strategies:</i> Inflection exercises Peer and teacher observations <i>Alternate Strategies:</i> Notes	<i>Suggested Strategies:</i> Written tests and quizzes Small group presentations Individual presentations Written observation of news anchor, talk show host, etc. <i>Alternate Strategies:</i> Worksheets
How does one develop a strong voice?	Projection Diaphragm Resonance Audibility Force	<u>Creative Communication</u> Audio recordings	<i>Suggested Strategies:</i> Peer and teacher observations <i>Alternate Strategies:</i> Projection exercises	<i>Suggested Strategies :</i> Written tests and quizzes Worksheets <i>Alternate Strategies:</i> Individual presentations Written observation of news anchor, talk show host, etc. Small group presentations
How does one develop clarity in his / her speech?	Articulation Enunciation Pronunciation Dialect regions on the US	Audio recordings <u>Creative Communication</u>	<i>Suggested Strategies:</i> Tongue twisters Pronunciation exercises Peer and teacher observations	<i>Suggested Strategies:</i> Written tests and quizzes Individual presentations <i>Alternate Strategies:</i> Worksheets Small group presentations Individual presentations Written observation of news anchor, talk show host, etc.
<p><u>Suggestions on how to differentiate in this unit:</u></p> <p>Students who have speech defects can record their voices and listen to themselves at home.</p> <ul style="list-style-type: none"> Teacher can give struggling students additional vocal exercises to do at home on a daily basis. 				

Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #3: Oral Interpretation

Enduring Understandings: Public speaking is a form of theater and requires the mastery of specific dramatic skills.
 Expressiveness is one of the most important skills for a public speaker to possess.
 An effective public speaker must be an effective improviser.

Essential Questions: How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills?
 How can one apply theatrical skills to a speech presentation?
 How can gestures and movement enhance a speech?
 Why should a public speaker / actor learn to develop effective facial expressions?
 Why is eye contact one of the primary skills that a public speaker should possess?

Unit Goal: Students will be able to give an effective oral interpretation presentation.

Duration of Unit: 6-7 weeks

NJCCCS: 1.1 C1, 1.1. C.2, 1.3 C.1, 1.3 C.2, 1.2 A2, 1.4 B2, 3.3 D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does one bring a character to life?	Dialogue Characterization Playwright's intent Various schools of acting (Stanislavski, Meisner, etc.) Acting techniques Facial expression Body language	<u>Inherit the Wind</u> <u>Twelve Angry Men</u> (the scripts and film excerpts) --Other plays that center on law, etc. --Instructional acting videos -- <u>Creative Communication</u> --Articles / Handouts	<i>Suggested Strategies:</i> Direct students (teacher and peer directing) in scenes from published plays Analyze acting of skilled performers in film clips Small group work on scripted scenes <i>Alternate Strategies:</i> Class discussion Theater exercises Improvisation work	<i>Suggested Strategies:</i> Written observation of stage / film actor Small group performances of scenes from published plays (including costumes, props, etc.) Appropriate rubrics Self-evaluation <i>Alternate Strategies</i> Quiz
How does one analyze a literary piece in order to prepare for an oral interpretation performance?	Oral interpretation Theme Storytelling techniques Intermediary Vocal tone Eye contact Expressiveness Notation skills	Poems, short stories, articles to be used as oral interpretation practice <u>Creative Communication</u> Video clips of storytellers	<i>Suggested Strategies:</i> Read poems / short stories; analyze characters and theme View performances by skilled storytellers; analyze their performances (class discussion and written observations) Small groups prepare performances of children's poems/ stories Divide class into small groups—each group creates a performance of the same poem in order to view and understand various ways of interpreting the same piece Eye contact and expressiveness exercises	<i>Suggested Strategies:</i> Appropriate rubrics for performances Small group presentations of poems / song lyrics <i>Alternate Strategies:</i> Quiz
How does one notate a written speech or script to aid in expressiveness?	Pausing Emphasis Subordination Rate of speaking	Poems, short stories, articles to be used as oral interpretation practice Video and audio clips of famous speeches (JFK, etc.) <u>Creative Communication</u>	<i>Suggested Strategies:</i> Model examples of notating speeches/scripts View famous speeches (video clips) while following along with transcriptions—students notate written copies of speeches according to the speakers' choices; analyze their choices <i>Alternate Strategies:</i> Individual and partner notation work	<i>Suggested Strategies:</i> Notated script Rubrics
How does one give an effective oral interpretation performance that conveys the author's intent and brings the work to life?	All skills in the unit	<u>Creative Communication</u> Handouts	<i>Suggested Strategies:</i> Individual written analysis of poem / song lyrics Notating exercises Partner rehearsal with feedback sheet	<i>Suggested Strategies:</i> Individual oral interpretation presentation of poem / song lyrics (student's choice) Self-evaluation / Peer-evaluation

Suggestions on how to differentiate in this unit:

- The time length for speeches can be shortened for student anxiety.
- Students can enrich their understanding by watching storytelling performances and attending public speaking competitions.

Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #4: Informative Speaking

Enduring Understandings: An informative speaker must be both enthusiastic and knowledgeable in order to effectively teach his / her audience.
 Expressiveness is one of the most important skills for a public speaker to possess.
 Public speaking is a form of theater and requires the mastery of specific dramatic skills.

Essential Questions: How can a speaker generate enthusiasm in the audience for his / her topic?
 How can one create an introduction that will “hook” the audience and a conclusion that will encourage the audience to want to further pursue the topic?
 How can expressiveness impact / influence an audience?
 How can one create a strong informative speech?

Unit Goal: Students will be able to demonstrate the skills needed in order to deliver an effective informative speech.

Duration of Unit: 6-7 weeks

NJCCCS: 9.1.B.1, 1.1 C2, 1.3 C2, 8.1 A3, 3.3 D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does one structure a “speech to inform”?	Informative speaking Teaching techniques Attention factors	<u>Creative Communication</u> Copies of famous speeches Sample outlines	<i>Suggested Strategies:</i> Analyze sample outlines of informative speeches Give copies of speeches to the students and have them formulate corresponding outlines	<i>Suggested Strategies:</i> Outlines of famous speeches
What is verbal support?	Testimony Comparison Statistics Illustration	<u>Creative Communication</u> Internet	<i>Suggested Strategies:</i> Small group work—create verbal support for given topics Partner work—research given topic in order to find each type of verbal support; create brief presentation <i>Alternate Strategies:</i> Research techniques and resources	<i>Suggested Strategies:</i> Appropriate rubric
What should be included in a strong introduction and in a strong conclusion?	Hook Diction Structure Final Line	<u>Creative Communication</u> Internet	<i>Suggested Strategies:</i> Read aloud introductions and conclusions from famous speeches; class discussion/written analysis of introductions Partner work: create introductions/conclusions for given topics; choose one to rehearse and present	<i>Suggested Strategies:</i> Appropriate rubric for partner introductions and conclusions
How does one create an effective visual aid?	Types of visual aids	<u>Creative Communication</u> Internet Examples of visual aids Handouts	<i>Suggested Strategies:</i> Small group work—create a brief presentation that utilizes a student-created visual aid	<i>Suggested Strategies:</i> Small group presentations Peer evaluations of visual aids Rubric for visual aid
How does a speaker create and deliver an informative speech that will generate enthusiasm in the audience for his / her topic?	All skills in the unit Relating topics to audience Audience analysis	<u>Creative Communication</u> Internet	<i>Suggested Strategies:</i> Expressiveness exercises View live and recorded informative speeches—class discussion /written observations Student research on selected topic (individual or partner) <i>Alternate Strategies:</i> Partner rehearsal with feedback sheets	<i>Suggested Strategies:</i> Individual/partner oral presentation—informative speech on the topic of their choice Typed outlines Self-evaluation /Peer evaluation

Suggestions on how to differentiate in this unit:

- The time length for speeches can be shortened for student anxiety.
- Students can complete written observations of different instructional styles.

**Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #5: Persuasive Speaking**

Enduring Understandings: An effective persuasive speaker is one who can alter the way an audience thinks and / or feels about a topic.
Public speaking is a form of theater and requires the mastery of specific dramatic skills.

Essential Questions: How can a persuasive speaker appeal to the *mind* of a listener?
How can a persuasive speaker appeal to the *heart* of a listener?
How can a persuasive speaker appear credible and ethical to a listener?
Why is eye contact one of the primary skills that a public speaker should possess?
How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills?

Unit Goal: Students will be able to effectively deliver a persuasive speech on a topic of their choice.

Duration of Unit: 6-7 weeks

NJCCCS: 1.1 C2, 1.3 C.2, 9.1.F.2, 8.1 C1, 8.1 A3, 3.3 D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What techniques can be employed to aid a persuasive speaker in his / her goal of manipulating an audience into believing a specific idea?	Emotional proof Logical proof Ethical proof Ten main motive appeals Conviction Proposition	<u>Creative Communication</u>	<i>Suggested Strategies:</i> Acting exercises Class discussion—examples of motive appeals Written examples of proofs and motive appeals Small group brief persuasive presentation utilizing all three proofs Small group work—create sales pitch—use certain number of motive appeals in speech <i>Alternate Strategies:</i> Acting exercises	<i>Suggested Strategies:</i> Small group oral presentations Sales Pitch presentations Sales Pitch rubric
How can a speaker use <u>pauses</u> effectively to heighten the persuasiveness (or intensity) of a speech?	Rate Persuasion techniques Eye contact Emphasis	<u>Creative Communication</u> Video clips Audio clips	<i>Suggested Strategies:</i> Notation work on famous persuasive speeches Individual and small group practice reading aloud; focus on when / how to pause <i>Alternate Strategies:</i> Listening exercises	<i>Suggested Strategies:</i> Brief oral presentations that focus on effective pausing
How does one feign passion for a subject that he / she does not believe in?	Acting techniques Manipulation	<u>Creative Communication</u> Video clips	<i>Suggested Strategies:</i> Partner/small group work: create brief persuasive speeches on opposite view of personal beliefs <i>Alternate Strategies:</i> Informal debates—take turns arguing both sides	<i>Suggested Strategies:</i> Appropriate rubrics
How does one gather and organize information in order to make a solid argument?	Organization strategies Research techniques Sources	<u>Creative Communication</u>	<i>Suggested Strategies:</i> Research strategies Notes	<i>Suggested Strategies:</i> Outlines
How does one create and deliver a powerful persuasive speech?	All skills in the unit	<u>Creative Communication</u> Video clips Audio clips	<i>Suggested Strategies:</i> Student research/Model outline Speech preparation Partner rehearsal with feedback sheet	<i>Suggested Strategies:</i> Individual oral presentation of persuasive speech on topic of choice
<u>Suggestions on how to differentiate in this unit:</u>				
<ul style="list-style-type: none"> Students can listen to / view suggested additional recordings at home in order to better grasp concepts. Advanced students can argue against their beliefs for the culminating assignment of the individual persuasive speech. 				

Freehold Regional High School District
Honors Speech, Debate, and Dramatic Arts Workshop
Unit #6: Debate

Enduring Understandings: An effective public speaker must be an effective improviser.
 Public speaking is a form of theater and requires the mastery of specific dramatic skills.
 An effective persuasive speaker is one who can alter the way an audience thinks and / or feels about a topic.

Essential Questions: How can knowledge of theater, acting, and dramatic structure help a public speaker to develop his / her skills?
 Why is it important for a public speaker to be able to “think on one’s feet”?
 How can a persuasive speaker appeal to the *mind* of a listener?
 How can a persuasive speaker appeal to the *heart* of a listener?
 How can a persuasive speaker appear credible and ethical to a listener?

Unit Goal: Students will be able to demonstrate mastery of advanced public speaking skills, specifically those involved with persuasive speaking and debate.

Duration of Unit: 5-6 weeks

NJCCCS: 1.1 C2, 1.3 C1, 1.3 C1, 1.3 C.2, 8.1 C1, 8.1 A3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does one develop a strong constructive speech?	Parts of a constructive speech Persuasion Research techniques	Video clips <u>Creative Communication</u>	<i>Suggested Activities:</i> Model notes Outlines of sample speeches	<i>Suggested Activities:</i> Written assignments Small group and partner presentations
How does one participate effectively in a rebuttal?	Spontaneous response Parts of a rebuttal	Video clips <u>Creative Communication</u>	<i>Suggested Activities:</i> Class exercises—informal debates with rebuttals	<i>Suggested Activities:</i> Small group and partner exercises
How does one participate effectively in a debate?	All skills covered in all units Research techniques	Video clips Audio clips <u>Creative Communication</u>	<i>Suggested Activities:</i> Student research Rehearsal—focus on acting / public speaking methods Peer critique Activity—anticipating counter-argument	<i>Suggested Activities:</i> Small group debate on chosen topic—constructive speech and rebuttal
<u>Suggestions on how to differentiate in this unit:</u>				
<ul style="list-style-type: none"> • Students can watch additional suggested televised recordings of famous debates. • Students can participate in additional rebuttal work. 				