

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Public Speaking

April 2021

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New Milford Board of Education

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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.

Public Speaking

Grade Levels 11 and 12

Public Speaking is an elective course for grades 11 and 12 where students develop their oral communication skills. Students will learn how to express themselves clearly, and how to communicate comfortably with different audiences and for different purposes. Activities include impromptu speaking, writing, preparing, and presenting speeches before an audience, speech evaluations, researching a topic, and using audiovisual aids. The speech projects are designed to develop students' speaking skills one step at a time, such as organization, a clear purpose, rhetorical techniques, use of body language and vocal variety. In the course, students will also improve their ability to listen and give each other constructive feedback about strengths and areas to improve.

Pacing Guide

1. Speaking to Inform (4-5 weeks)
2. Speaking to Entertain (4-5 weeks)
3. Speaking to Persuade (4-5 weeks)
4. Proposing a Solution to a Problem (4-5 weeks)

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Present information in a speech so that listeners can follow the line of reasoning, from the opening, the body and close, suited to the speech purpose and audience.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>A well-organized speech is easier for the audience to understand, easier to remember, more credible, and more enjoyable.</i></p> <p><i>Rhetoric is the art of writing and speaking effectively</i></p> <p><i>The purpose of rhetoric is to understand how a message is received by a specific audience</i></p> <p><i>Rhetorical devices are used by a speaker to enhance a message for a specific audience</i></p> <p><i>A rhetorical analysis examines specific techniques a speaker uses to convey a message</i></p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p><i>What are the benefits of a well-organized speech?</i></p> <p><i>What is rhetoric and why study it?</i></p> <p><i>What are rhetorical devices?</i></p> <p><i>How does rhetoric affect speech-writing?</i></p> <p><i>How does one analyze rhetoric?</i></p>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> • opening • body • conclusion • audience • rhetoric • rhetorical devices: repetition, rhetorical questions, word choice, figurative language, imagery, or sentence structure • evaluation 	<p>Organizing ideas in a most suitable outline for the topic.</p> <p>Connecting the message with supporting material directly contributing to that message.</p> <p>Transitioning one idea to another with appropriate transitional words or phrases.</p> <p>Engaging the audience with a strong opening and a strong conclusion.</p> <p>Analyzing the rhetorical techniques of a speech</p> <p>Composing a speech using rhetorical devices</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Successful completion of the “Get to the Point” speech using a teacher created rubric about content, organization, and delivery.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M	<ul style="list-style-type: none"> The student selects a topic that has a general and a specific purpose (the message). The speech is organized in a manner that best achieves those purposes. The beginning, body and conclusion all reinforce those purposes. The speech is 5-7 minutes long. 	<p>GRASPS</p> <p>Goal/challenge - applicable to the real world: Present a “Get to the Point” speech with a clear “single idea” about a topic you feel passionate about.</p> <p>Role for student You are the expert on your subject (e.g. academics, sports, current events, fashion, teen life).</p> <p>Audience for student work Classmates</p> <p>Situation - applicable to real world: A class assembly in the school auditorium on a given event or topic.</p> <p>Products and performances generated by student Standards/criteria for judging success Your speech must have a general purpose: to inform, to entertain, to persuade, or to inspire. The speech must also have a specific purpose: what do you want your audience to do after listening to your speech? Organize your speech in a way that will clearly convey your specific purpose, or single idea. Ensure that the beginning, body and conclusion reinforce your general and specific purposes. Convey sincerity and conviction, and control any nervousness you may feel. Strive not to use any notes.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Further information:</p> <p>Write a summary of a talk about how to organize a speech:</p> <p>TED's Secret to Great Public Speaking</p> <p>Listen to a speech by Patrick Henry and apply the tips for organizing a speech.</p> <p>Read a speech by Robert Kennedy and identify the 4 tips for great speeches from the TED talk by Chris Anderson above.</p>
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Code	<i>Pre-Assessment</i>	
	Students will deliver an icebreaker speech to introduce something interesting about them to the class.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	<u>The Icebreaker Speech</u> Students will listen to a speech to identify its three components, of an introduction, body, and conclusion.	Teacher monitors students' skills as they begin speaking before an audience.
T, M	Students will then compose a speech that has an opening, a middle, and a conclusion in an icebreaker about their interests, talents, or experiences.	
T, M	Students will speak for 4-6 minutes.	Teacher monitors progress and evaluates students' understanding through informal observation, class discussion, and circulating among partner or small groups discussions.
M	Students will take turns evaluating each other's icebreaker based on content, organization, and delivery.	
T, M	Students will self-evaluate their own strength and a plan to specifically improve organization in the next speech.	
A	The teacher reads written speeches and provides feedback for revision as needed. The teacher models a speech evaluation and provides the format and criteria for students' evaluations of each other's speeches. The teacher provides a general evaluation of the class's performance, including strengths and areas for improvement in the next speech.	Teacher modifies instruction based on the level of proficiency students already have and the skills that need some attention.
A	<u>"Get to the Point" Speech</u> Students will listen to and analyze the use of rhetorical devices in a famous speech such as "I Have a Dream," or "The Gettysburg Address," or similar.	Teacher monitors students' comprehension through informal observation, class discussion, and circulating among partner or small groups discussions.
A	Teacher models identifying rhetorical devices in a famous speech. Students will identify a variety of rhetorical devices, such as repetition, rhetorical questions, word choice, figurative language, imagery, or sentence structure.	Teacher evaluates students' written speeches based on their application of rhetorical devices to enhance and emphasize ideas.
T, M	Students will apply the knowledge of rhetorical devices to the GRASPS	

T, M	project, which is a “Get to the Point” speech on a topic of their choice where they purposely focus on “how to say it”. They will incorporate 3-5 rhetorical devices of their choice.	
T, M	Students will take turns evaluating each other’s speeches based on content, especially the effectiveness of rhetorical devices. Students will self-evaluate their own strength and a plan to specifically improve organization in the next speech.	

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.SL.11-12.4 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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-LITERACY.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g.,</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Use a variety of techniques to build toward a particular outcome while presenting a speech to be entertaining and enjoyable for the audience.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Speakers use their voice and imagery to project the meaning, emotion, and action of the story. Commemorative speeches are driven by personal anecdotes and memories There are several types of commemorative speeches for different occasions	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How can a speaker make a story entertaining and meaningful for the audience? What is the purpose of commemorative speaking? What are the characteristics and structure of commemorative speeches?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • Body language • Gestures • Tempo/pace • Rhythm 	<i>Students will be skilled at...</i> Emphasizing ideas and emotions of the author with tempo, rhythm, inflection, pauses, and voice volume. Varying the tempo according to the action. Emphasizing action through rhythm

<p>a sense of mystery, suspense, growth, or resolution).</p> <p>CCSS.ELA-LITERACY.W.11-12.3.D</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.E</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> ● Inflection ● Pauses ● Volume ● Character ● Conflict ● Plot ● Suspense ● Climax 	<p>Conveying meaning and emotion with inflections, as the voice rises and drops at the end of a word.</p> <p>Projecting excitement, surprise, or action, with changes in high or low volume</p> <p>Delivering a commemorative speech based on a specific occasion.</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	The student tells a folk tale in an entertaining and enjoyable way in front of a live audience. The student uses vivid imagery and voice to enhance the tale.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Goal/challenge - applicable to real world Tell a story that is entertaining and enjoyable.</p>
T, M	Successful completion of the folk tale storytelling using a teacher created rubric about content, organization, and delivery.	<p>Role for student You are a storyteller</p> <p>Audience for student work Classmates</p> <p>Situation - applicable to real world You are at a social event such as while camping around a campfire, or at a family dinner.</p> <p>Products and performances generated by student Use vivid imagery and voice to enhance the tale.</p> <p>Standards/criteria for judging success Know the story's plot, characters, and scenes. Learn the story to be able to tell it from memory. Use gestures and your voice to add impact to the story.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Read and analyze an example of a folktale or fable.</p> <p>Small group discussion of a professional storyteller's performance.</p> <p>Self-reflection about students' strengths and areas of improvement after performing a tale.</p> <p>Write and deliver an original commemorative speech based on a scenario of the student's choosing.</p>
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Code	<i>Pre-Assessment</i>	
	Students will view and listen to storytellers presenting a folk tale or a fable to gain prior knowledge about how speakers entertain and engage an audience.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will read a folk tale “The Sparrow’s Nest.” They will identify the elements of a story such as character, conflict, plot, suspense, and climax. Students will discuss how they would bring the story to life by telling it to an audience. Students will identify the parts of the story where they would need to paint pictures or help the audience visualize the actions, where they would make emphasis with body language or voice, or how they might vary the tempo or loudness of their voice.</p>	<p>Progress Monitoring</p> <p>Teacher monitors students’ comprehension through informal observation, class discussion, and circulating among partner or small groups discussions while students critique professional storytellers’ techniques for making a story engaging and enjoyable for their audience..</p> <p>Teacher offers specific and personalized feedback.</p>
A	Teacher models how to identify the key elements of plot, such as conflict and climax. The teacher models how students may visualize gestures, actions, or voice that would match the intended meaning in the text.	
A, T, M	Students will learn about the elements of effective storytelling such as tempo, rhythm, inflection, pause, and volume. They will listen to a professional storyteller. The class will discuss the storytelling technique they especially liked that brought the story to life. They will share elements of the story they might have presented differently, such as the conflict, suspense, or resolution.	
A,T,M	Teacher coaches students individually as they plan how to deliver their story to enhance the elements of plot with body language; he or she points out details in the text where students may add emphasis with tempo, loudness, or gestures.	

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.SL.11-12.4 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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p> <p>CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare and deliver a speech to persuade an audience by getting them to understand, accept, and act upon the speaker's ideas.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>To inspire, a speaker excites the listeners about their topic or reinforces their existing ideas or beliefs. To convince, a speaker changes the listener's opinions or leads them to develop the same opinions of the speaker. To call to action, the speaker leads the listeners to do something after hearing their presentation, such as sign a petition, read a book, or buy a product. The effectiveness of persuasion is based on the appeals to the audience A persuasive speech is structured with a logical flow of information that introduces the topic, stance, supporting evidence and opposing viewpoints 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. Effective visual aids enhance a speaker's points but do not distract or complicate a message</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do speakers inspire an audience? How do speakers convince an audience? How do speakers call the audience to action? How does one effectively persuade an audience? How is a persuasive speech structured? How does one effectively deliver a persuasive speech? What is an effective visual aid? What is the role of research in persuasive speaking? How are the rhetorical appeals used in persuasive speaking?</p>

	<p>Rhetorical appeals of ethos, pathos, and logos create effective persuasion for an audience</p> <p>Valid and relevant research is highly effective in persuasion</p>	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Emotional appeal/Ethos ● Logical reasoning and evidence/Logos ● Emotional appeal/Pathos ● Word choice ● Imagery ● Rhetorical questions ● Figurative language ● Statistics and data ● Testimonials ● Humor ● Irony ● Satire 	<p><i>Students will be skilled at...</i></p> <p>Persuading the audience to adopt a viewpoint or ideas or to take action.</p> <p>Appealing to the audience's interests.</p> <p>Appealing to the audience's reason and emotion to support a position.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	The context for the problem is clear. The problem is relevant. The satirical proposal uses satirical techniques to make it obvious that it is exaggerated and ironic. The satire considers the opposing viewpoint and refutes with a counterargument	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Further Information:</p> <p>GRASPS Goal/challenge - applicable to real world Write a persuasive argument about a school related issue, imitating Jonathan's Swift satire "A Modest Proposal."</p>
T, M	Successful completion of the "Modest Proposal" speech using a teacher created rubric about content, organization, and delivery..	<p>Role for student A class officer</p> <p>Audience for student work Students, parents, teachers, and administrators</p> <p>Situation - applicable to real world School community that is affected by a certain school related issue (e.g. dress code, school lunch, homework, start time, parking cost, medical forms)</p> <p>Products and performances generated by student Deliver a speech to your classmates. Your speech must have a clear structure: present the school problem in depth; next outline the detailed satirical solution and justify how the proposed plan will help solve the problem. Imitate the model of Jonathan Swift's "A Modest Proposal."</p> <p>Standards/criteria for judging success Use precise word choice, imagery, rhetorical questions, figurative language, statistics and data, testimonials to strengthen your argument. Help your audience detect the irony and humor with the language you use.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Read "A Modest Proposal" by Jonathan Swift.</p> <p>Define satire and satirical techniques.</p> <p>Identify elements of satire in Swift's speech.</p> <p>Critique effectiveness of persuasive techniques.</p> <p>Interpret the underlying message expressed through irony and satire.</p> <p>Use the writing process to draft, revise, and polish the persuasive speech using satire as a persuasive tool.</p> <p>Write and deliver an effective persuasive speech on a topic that the student is passionate about.</p>
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Code	<i>Pre-Assessment</i>	
	Students will brainstorm using a “Know--Want to Know--Learned” (KWL) chart to gather prior knowledge about the techniques that speakers use to persuade their audience effectively.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Complete and discuss a KWL chart as a whole class.	Progress Monitoring Teacher informally observes students’ brainstorming of effective persuasive techniques.
A, T	Students will watch an excerpt from Julius Caesar and compare Brutus’s and Mark Antony’s speeches to the Roman public following Caesar’s assassination.	Teacher circulates and informally observes groups’ critique of whether the use of reason or emotion is more effective in changing the audience’s opinion and moving them to action.
A, T	Students will use a graphic organizer to trace each speaker’s appeal to reason or appeal to emotion.	
T, M	Small groups will share their notes and discuss which speaker was more effective and why.	
A, T, M	The teacher provides a brief historical context when and why Swift wrote the essay. The teacher explains the purpose of satire, and satirical techniques writers use to criticize a social problem using humor. Students will read “A Modest Proposal” by Jonathan Swift.	
A, T, M	Through close reading, students will highlight the parts of the “proposal” that are most vivid, shocking, or disturbing. Students will identify and discuss with partners and as a whole group the persuasive techniques in the essay: 1) precise word choice, 2) imagery, 3) rhetorical questions, 4) figurative language, 5) statistics and data, 6) testimonials, 7) humor, 8) irony. Students will evaluate which techniques strengthen Swift’s argument most effectively.	Teacher reviews students’ note taking about persuasive techniques identified in the sample text.

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.SL.11-12.4 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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare and deliver a proposal to solve a complex problem, and support it with logical reasoning and the use of audiovisual aids.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thorough research builds a speaker's credibility through facts, statistics, anecdotes, and visual illustrations.</p> <p>Audiovisual aids simplify and highlight the essential elements of a speaker's message.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do speakers gather relevant information to make their message more convincing to an audience?</p> <p>How do speakers use audiovisual aids effectively to make their message more clear to an audience?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Statistics, data, events, and incidents. Facts Testimony Examples, stories and anecdotes Visual aids (charts, models, pictures, or diagrams) Word choice 	<p><i>Students will be skilled at...</i></p> <p>Persuading the audience about a problem solution with specific facts, examples, and visual illustrations gathered through research.</p> <p>Emphasizing key points in the message or proposed solution by using audiovisual aids effectively.</p>

reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Imagery • Figurative language • Rhetorical questions • Repetition 	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T T, M T, M	Further information: Content is thoroughly researched and accurate. Organization is clear and effective. Delivery is confident and engaging, and visual aids enhance the main ideas.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T	Students use precise word choice, imagery, rhetorical questions, figurative language, statistics and data, testimonials to strengthen your argument.	GRASPS Goal/challenge - applicable to real world You are a Student Council representative who will write and deliver a “pitch” to the school principal, the superintendent, or the Board of Education about a school improvement initiative.
T	Students use a visual aid to enhance the quality and persuasiveness of the presentation: To reinforce a main point; To enhance understanding/retention of complex material; To save time.	Role for student You are a Student Council representative who will write and deliver a “pitch” to school policy makers.
A, T, M	Successful completion of the “School Matters” problem solution of a school issue based on a teacher created rubric.	Audience for student work The audience is the school community composed of students, parents, teachers, and administrators. Situation - applicable to real world A Board of Education meeting Products and performances generated by student Standards/criteria for judging success A formal presentation before a Board of Education meeting. Choose a school issue that hinders students’ learning, impairs their social, emotional, or physical wellbeing, or negatively contributes to school climate. Outline the data you have researched that prove why this problem requires attention. The visual aids reinforce the main point and enhance the audience's comprehension of complex ideas.

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students brainstorm topics about issues that influence their learning, social and emotional well-being and school climate.</p> <p>Students research in depth a topic they are passionate about.</p> <p>Students collaborate with a partner while composing and rehearsing the speech.</p> <p>Students listen to a mini lesson about effective use of PowerPoint.</p>
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Code	Pre-Assessment	
	Students will discuss how each of them can use public speaking skills to make a positive difference in the school community.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	Students will choose from a compilation of TED talks about “School Matters,” such as: Your Brain on Video Games, Why Lunch Ladies are Heroes, Inside the Mind of a Master Procrastinator, and more.	Teacher monitors students’ compilation of current school related problems through class discussion.
A	The teacher will show examples of effective speeches about school related issues.	
T, M	Students will determine the main message of several speeches.	
T, M	Students will identify effective speaking techniques regarding the content, organization and delivery of ideas.	The teacher reviews students’ outlines and/or drafts about their preliminary research.
T, M	Students will take the same topic from their satirical proposal, or choose a new one about a pressing school problem. They will research state and national data related to the problem. After gathering evidence, students will choose the best organization plan and begin drafting their speech.	
T, M	Collaborative groups will give peer feedback about developing the content of the speech.	
A, T	Teacher models do’s and don’ts in visual aids such as PowerPoint. Students take notes about the key rules: 1) simplicity; 2) speaking and facing the audience; 3) striking visuals and text.	Teacher monitors student progress by circulating among partner or small groups discussions as they rehearse their presentation.
A, T, M	Students will choose a partner with whom to do a trial run of their presentation.	