



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 1: Introduction to Public Speaking The purpose of this unit is for students to understand what makes an effective speech, in order to understand how tone of voice, eye contact, and body language contribute to the audience’s perception of a speaker. Students will then have the opportunity to practice what they have learned while delivering their first speech.
Timeframe	2-3 weeks
Vision of the Graduate	
Communicator: Students will deliver an introductory speech where they will demonstrate their initial understandings of effective public speaking.	
Unit Priority Standards	
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. 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.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.W.11-12.1.D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing CCSS.ELA-LITERACY.W.11-12.1.E. Provide a concluding statement or section that follows from and supports the argument presented CCSS.ELA-LITERACY.W.11-12.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	
Essential Questions	
What is the best way to organize information for an effective speech? What feelings/emotions are natural when speaking in front of a group? How do eye contact, volume, gestures, and vocal variety contribute to an effective speech? How do people benefit from public speaking, as well as listening to and viewing speeches?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Deliver an effective introduction speech by organizing information in a logical manner. 2. Use eye contact, volume, gestures, and vocal expression to enhance their delivery. 3. Recognize their emotions and natural reactions to speaking in front of an audience.	1. Students will understand how eye contact, volume, gestures and vocal expression contribute to effective public speaking.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and reflect: <i>38 Basic Speech Experiences</i> : Introduction and Chapter 1	Model student speeches and Ted Talks: • Student introductory speech • The best introductory speech ever?



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Critique sample speech videos, with attention to organization of ideas, links among ideas, body language, volume, and vocal expression.

View Steve Allen's video, "How to Make a Speech"; practice note-taking skills to create a reference for later work.

Compose a "complete sentence" outline with a distinct purpose, introduction, body, and conclusion.

Make an oral presentation to the class in the form of an introduction speech.

Participate in, and analyze/reflect on feedback from, the peer-evaluation process.

Self-evaluate introduction speech using established criteria.

- Ted Talk



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 2: The Personal Experience Speech In this unit, students learn how to create and deliver a compelling personal experience speech. They explore the art of storytelling, practice effective communication skills, and gain confidence in sharing their own experience with others.
Timeframe	3 Weeks
Vision of the Graduate	
Communicator: Students deliver an effective personal experience speech.	
Unit Priority Standards	
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. 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.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.6. 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.	
Essential Questions	
How can a speaker determine the purpose of their speech? How do I determine an appropriate topic? How do I adapt my speech to an audience? What is the most effective way to prepare my speech?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Articulate the purpose of a speech and select an appropriate topic to realize this purpose 2. Consider the audience and make necessary adaptations based on this audience 3. Evaluate sample speech videos, with special attention to tone, word choice, strategies to invoke intended audience response, and body language. 4. Outline a speech	1. Understand how to convey tone in a speech; identify the intended reaction from an audience and strategies to invoke a given reaction. (Humorous, sad, suspenseful, exciting, emotional, joyful, etc.) 2. Understand how gestures and expressions can enhance the tone of a speech.



Wethersfield Public Schools

WHS Curriculum: Public Speaking

5. Identify what gestures, word choice and tone are appropriate in order to enhance a message and realize the purpose of a speech 6. Practice intentional body language to enhance the tone of a speech 7. Eliminate unintentional, distracting body language (e.g., shifting from side to side, tapping feet and hands, twirling hair) 8. Avoid "filler" words such as "like" and "um."	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and reflect: <i>38 Basic Speech Experiences</i>: Chapter 2. Students outline the chapter and use this as a reference to draft their speech. Critique sample speech videos: Students consider which personal experience speeches were the most effective and which were the least effective, reflecting on questions such as: What makes a story captivating? What should you emulate? What should you avoid? Compose a "complete sentence" outline consisting of a stated purpose, introduction, body and conclusion. Orally present a personal experience speech to the class Use the peer evaluation rubric to critique both professional and student speakers Self-evaluate speech using established criteria, identifying both strengths and weaknesses	● Personal Experience Speech tips ● Jim Valvano "Don't Give Up" Speech ● Sample student speeches ● Ted Talk ● The King's Speech (film)



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 3: Speech to Persuade In this unit, students learn the fundamentals of persuasive speaking, exploring the techniques and strategies used to convince, influence, and motivate an audience.
Timeframe	3 Weeks
Vision of the Graduate	
Problem Solver: Students research and present a perceived problem and provide their audience with informed solutions, in this speech.	
Communicator: Students present an effective persuasive speech.	
Unit Priority Standards	
CCSS.ELA-LITERACY.SL.11-12.1.A. 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.	
CCSS.ELA-LITERACY.SL.11-12.1.B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.SL.11-12.1.C. 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.	
CCSS.ELA-LITERACY.SL.11-12.1.D. 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.	
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.	
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.	
Essential Questions	
What issues or topics do I feel passionate about? How can I convince my audience of my views?	
How do I use concrete evidence to support my views?	
How do I effectively use logic (logos) and emotion (pathos) to support my views? (When) should I use more of one than the other?	
How do I show credibility (ethos) in my speech?	
How do I organize my speech to have the maximum impact on my audience?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Choose a topic that will be of interest to a particular audience	1. Understand the persuasive triangle (logos, pathos, and ethos)
	2. Process of selecting an appropriate topic for



Wethersfield Public Schools

WHS Curriculum: Public Speaking

2. Evaluate elements that make an effective and successful persuasive speech 3. Establish one's own credibility while presenting a stance 4. Use evidence to support and justify opinions 5. Use logic and emotion to present a convincing argument 6. Deliver a speech that is clear, concise and accomplished the goal of convincing the audience of the speaker's views	persuasion and developing an outline 3. Effective persuasive speech delivery techniques
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Identify a persuasive speech and evaluate the elements that make the speech persuasive. Watch video of college students giving persuasive speeches; engage in class discussion about strengths and weaknesses of each speech, including use of the persuasive triangle. Conduct research to gather evidence to support a persuasive argument. Outline, write, and revise a persuasive speech Deliver a persuasive speech. Complete peer and self evaluations using established criteria.	• <i>38 Basic Speech Experiences</i>: Chapter 8 • College Students Persuasive Speaking



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 4: Impromptu Speech Students develop impromptu speaking skills, learn strategies for organizing thoughts quickly, enhance critical thinking and communication abilities, and gain confidence in speaking extemporaneously.
Timeframe	2 weeks
Vision of the Graduate	
Collaborator: Students work together to create topics for impromptu speech. Communicator: Students learn how to organize their thoughts quickly and deliver an extemporaneous speech. Problem Solver: Students work though topics to give a speech on a subject with which they may be unfamiliar.	
Unit Priority Standards	
CCSS.ELA-LITERACY.SL.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. 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.	
Unit Supporting Standards	
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. CCSS.ELA-LITERACY.SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence CCSS.ELA-LITERACY.W.11-12.1.E. Provide a concluding statement or section that follows from and supports the argument presented	
Essential Questions	
• What are the challenges of unprepared discourse? • What strategies are effective when having to speak at a moment’s notice? • How can I organize my ideas in a limited amount of time? • What strategies can I use to remain composed under difficult circumstances?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Organize ideas in a limited amount of time without sacrificing the quality of public speaking 2. Present information, findings, and supporting evidence to convey a distinct perspective and a clear line of reasoning 3. Evaluate a speaker’s organization of ideas and use of evidence in an impromptu setting, and compare these with planned/rehearsed speeches	1. Recognize the challenges of unprepared discourse 2. Identify strategies to remain composed under difficult circumstances and in high pressure situations
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Read and reflect: *38 Basic Speech Experiences*: Chapter 12, in order to learn strategies and techniques to assist them in impromptu speaking.

In small groups, analyze the challenges of speaking extemporaneously.

Critique sample impromptu speech videos, with attention to the organization of ideas and use of evidence.

Review video on tips for impromptu speaking and apply to discussion of student experiences with impromptu speaking: What has worked for students? What additional strategies might be helpful and why?

Present three consecutive impromptu speeches that gradually increase in length and potential difficulty.

Complete self-evaluation using established criteria, including reflection on growth over the three impromptu speeches.

- Guest speaker/alumni who excel at impromptu speaking
- Tips for Impromptu Speaking



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 5: Speech to Inform Students use speech to convey factual information, knowledge, or insights to an audience in a clear, organized, and objective manner. This type of speech is intended to educate, enlighten, or raise awareness about a particular topic, subject, or issue.
Timeframe	2-3 Weeks
Vision of the Graduate	
Communicator: Students inform classmates on a topic they feel passionately about. Collaborator: Students have an opportunity to ask questions of classmates to clarify their understanding, and to prompt the presenter to delve deeper into their topic.	
Unit Priority Standards	
CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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. CCSS.ELA-LITERACY.W.11-12.2. 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. CCSS.ELA-LITERACY.W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.11-12.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
Unit Supporting Standards	
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. 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. 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, reasoning, and evidence and to add interest. 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.	
Essential Questions	
• How can speakers effectively analyze their audience to tailor content to their needs and interests? • How can presenters effectively structure and organize information to enhance audience comprehension and retention? • What strategies can speakers use to engage and maintain audience interest throughout an informative speech? • How can feedback and evaluation be used to improve the quality of speeches? • In what ways can technology be leveraged to enhance the delivery and accessibility of informative content? • How do cultural differences and diversity impact the creation and delivery of speeches?	
Performance Expectations:	Performance Expectations:



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Skills	Essential Knowledge/Concepts
1. Identify a workable informative speech topic 2. Thoroughly research a topic, evaluating sources and properly citing sources using the MLA format 3. Organize speech content into a clear sequence, with an introduction, body, conclusion, and also including Works Cited page 4. Clearly deliver information in a speech, with appropriate eye contact and expression 5. Integrate effective visuals to support an informative speech	• Strategies to select a workable informative speech topic • MLA citation format • Strategies and considerations for integrating diverse media when delivering a speech • Understanding of how speakers can build awareness of, and use strategies to address, cultural differences and diversity when developing a speech for a given audience
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and Reflect: <i>38 Basic Speech Experiences</i>: Chapter 7, the Speech to Inform Sample student speech presentations: Students analyze and critique various examples of informative speeches. Students evaluate which speeches were most and least effective, reflecting on questions such as: What should be emulated? What should be avoided? What helped capture your interest and educate you on the speaker's chosen topic? Discussion on audience awareness and strategies to appeal to a group, including consideration for cultural differences and diversity. Review resource on tips for beginning and ending a speech. Students incorporate five new strategies in planning for their speech in this unit. Students conduct independent research on the topic of choice. Students draft, revise, and deliver speech. Students set individual goals around connection with their audience. They reflect upon the success of their strategies in their post-speech self-reflection.	• Model student speeches - on paper and on video • <i>38 Basic Speech Experiences</i> • Visit Media Center as a class for brief presentation on library resources for research • 5 Tips to Start a Speech • How to End a Speech • Noodletools



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 6: Demonstration Speech Students will demonstrate, in a step-by-step presentation, how to complete a task, learn a skill, or try something new.
Timeframe	3-4 weeks
Vision of the Graduate	
Communicator: Students effectively communicate with their audience in order to teach them to do a task, step by step. Problem Solver: Students indicate how to avoid and correct common errors during their instructional session.	
Unit Priority Standards	
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, reasoning, and evidence and to add interest.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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.	
Essential Questions	
- How do you select and prioritize information to ensure clarity and understanding for your audience? - What role do visual aids, props, and multimedia elements play in conveying information? - How can you adapt a demonstration for different audience backgrounds, interests, and levels of expertise? - In what ways can creativity and innovation be incorporated into the planning and delivery of a speech?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
- Conduct research to support a step-by-step lesson - Identify visuals to support a demonstration - Compose a clear outline, stating the purpose and including a distinct introduction, body and conclusion, to lead an audience through steps - Deliver an organized, step-by-step lesson or demonstration	- Strategies to organize a demonstration in a logical and coherent sequence - Strategies to foster audience engagement, including using visual aids, anecdotes, or interactive elements to maintain interest and involvement - Types of visual aids that can support a demonstration and enhance understanding, including charts, diagrams, or props to enhance understanding - Effective pacing in a demonstration speech
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and reflect: <i>38 Basic Speech Experiences</i>, Chapter 6, The Demonstration Speech Students view and evaluate student and Ted Talk speeches that include demonstration elements, including a focus on pacing/timing and visual/multimedia elements.	- Sample written and videotaped demonstration speeches - Student curated videos on how to conduct a demonstration speech



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Conduct research to support an effective demonstration speech.

Draft and revise a demonstration speech to successfully teach classmates how to complete a task, learn something new, or understand a concept in a step-by-step presentation; identify and develop digital media to enhance the speech.



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 7: Debate Students work with a partner to construct an argument, anticipate counterarguments, and deliver an effective and civil debate. They use critical thinking and research skills to show a deep understanding of a complex issue.
Timeframe	3-4 Weeks
Vision of the Graduate	
Collaborator: Students actively participate and share ideas while working toward a common goal. Problem Solver: Students actively apply knowledge with empathy to both personal and community issues. Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints.	
Unit Priority Standards	
CCSS.ELA-LITERACY.SL.11-12.1. 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. CCSS.ELA-LITERACY.SL.11-12.1.D. 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. CCSS.ELA-LITERACY.RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.SL.11-12.1.B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CCSS.ELA-LITERACY.SL.11-12.1.A. 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 CCSS.ELA-LITERACY.SL.11-12.1.C. 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 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. 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.	
Essential Questions	
• What is the purpose of debate, and how does it contribute to the development of critical thinking skills? • How can effective research and evidence gathering enhance the strength of arguments in a debate? • What strategies can be employed to anticipate and respond to counter arguments during a debate? • What habits of mind and academic skills developed in a debate unit are transferable to other aspects of learning and life beyond the classroom?	
Performance Expectations:	Performance Expectations:



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Skills	Essential Knowledge/Concepts
1. Collaborate to research and plan an effective argument 2. Analyze and evaluate arguments and evidence in order to decide which is most convincing 3. Articulate a position and anticipate counterarguments 4. Present clear and persuasive evidence, logic, and reasoning to strengthen an arguments 5. Effectively respond to questions and successfully offer persuasive rebuttals to a point of view, using credible evidence and sources.	1. Argumentation skills, including the ability to present clear and persuasive points to support a stance 2. Strategies to anticipate and respond to counter-arguments 3. Distinctions among, and effective uses of, evidence, logic, and reasoning to strengthen an argument
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
View and evaluate model debates (video sources). Propose a debate topic and conduct research on both sides of a selected issue. Apply source credibility/bias criteria to evaluate evidence and consider whether/how evidence may be used to support argument. Organize/map evidence to craft arguments. Anticipate and respond to counter-arguments in counter-argument development activity. Participate in debate.	• Model debates- video • <i>38 Basic Speech Experiences</i> • Chromebooks and Library resources • <i>Great Debaters</i> (film) • <i>Listen To Me</i> (film) • TED-Ed Lessons exploring various topics that can be adapted for debate discussions • Newsela: current events articles with age-appropriate content for debate topics. • iCivics: resources which can be useful for debate preparation



Wethersfield Public Schools

WHS Curriculum: Public Speaking

Grade(s)	12
Unit Title and Purpose	Unit 8: Farewell Speech The purpose of the Farewell Speech unit is to provide students with closure to the course as they reflect on the semester and their time at Wethersfield High School. They will reflect, express gratitude, acknowledge achievements, and build a sense of community as they reflect on their collective and personal experiences in Wethersfield.
Timeframe	2-3 weeks
Vision of the Graduate	
Communicator: Students share what they learned with the class, and discuss favorite class memories in a carefully planned speech. Collaborator: In the Farewell Speech, students pay their classmates sincere compliments, based on positive things they learned about each other over the course of the semester.	
Unit Priority Standards	
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. CCSS.ELA-LITERACY.W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.11-12.5. 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. CCSS.ELA-LITERACY.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Essential Questions	
• What is the purpose of a Farewell Speech, and how does it foster a sense of community and connection? • How can effective public speaking skills be utilized to express gratitude and reflect on personal and collective experiences? • In what ways does the structure and organization of a speech contribute to its impact on the audience, both emotionally and intellectually? • What role does self-reflection play in crafting a meaningful speech, and how can individuals effectively convey their personal growth and development? • What strategies can engage the audience during a speech, ensuring that the message resonates with various individuals within the group or community? • What strategies can speakers use to navigate the balance between nostalgia for the past and optimism for the future?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Create a cohesive speech outline, including purpose and a detailed introduction, body, and conclusion	1. Purpose of a Farewell Speech and structures and strategies that can be used to compose this type of speech 2. Organization and transition strategies to maximize



Wethersfield Public Schools

WHS Curriculum: Public Speaking

2. Communicate clearly, with eye contact and an appropriate tone for the context and message 3. Use precise words and phrases, telling details, and sensory language to communicate meaning to an intended audience	emotional and intellectual impact on an audience 3. Strategies to deliver a speech with sincerity, authenticity, and genuine emotions
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Famous Farewell Speeches: Students view famous farewell speeches, such as Steve Jobs' commencement address or Oprah Winfrey's farewell from her talk show, which can provide inspiration and insights into effective communication. Students use peer-evaluation rubrics to analyze the qualities of effective, engaging farewell speeches. Speech analysis: Students identify well-delivered farewell speeches for inspiration and to observe different speaking styles. In pairs, they analyze how speakers engage their audience and convey emotions before moving to a whole class discussion of these topics. Review resources from Write-Out-Loud on farewell speeches, including content on structure, tone, and connecting with the audience. Students identify three new strategies that they will strive to incorporate into their outlines and their subsequent speech presentations. Gratitude Journaling Prompts: Students respond to prompts that guide them in expressing gratitude, helping them articulate appreciation for mentors, peers, and other individuals; they apply this in their farewell speeches. Students write and deliver a speech reflecting upon and sharing what they learned in class and showing appreciation for their classmates as speakers and audience members, commenting on the positive things they learned about every person in the room.	• <i>38 Basic Speech Experiences</i>