

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
CONTENT: ENGLISH DEPARTMENT  
SPEECH/PUBLIC SPEAKING

Speech/Public Speaking Curriculum Guide

**Pacing Guide: Speech/Public Speaking is a full year elective that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

First marking period: to introduce the key pieces to form a strong speech.  
The remaining three marking periods, the students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-4 weeks of which at least 1/3 of the time will be dedicated to the planning, preparation and presentation stages respectively.

At the end of each unit, the students will present and then meet with either the teacher or a panel of peers who will share notes on presentation highlights as well as areas that require further improvement. This constructive criticism activity will incorporate an action plan that will list methods for improvement.

Unit 1-Getting Started(1-3weeks-assessment)  
Chapter One-How Communication Works  
Chapter Two-Building a Speech: Topic, Audience and Purpose  
Chapter Three-Building a Speech: The Body  
Chapter Four-Building a Speech: The Introduction and Conclusion  
Chapter Five-Delivering Your Speech  
Chapter Six-Listening and Evaluating

Unit 2-Personal Speeches(1-2 weeks-assessment)  
Experience 1-The Introductory Speech  
Experience 2-Speech on Communication Apprehension  
Experience 3-A Speech About a Personal Experience  
Experience 5-A Speech to Develop Body Language

Unit 3-Speeches to Share Information(1-2 weeks-assessment)  
Experience 6-The Demonstration Speech  
Experience 7-The Speech to Inform  
Experience 8-The Book Review

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Unit 4-Speaking Persuasively(1-2 weeks-assessment)  
Experience 9-The Speech to Persuade  
Experience 10-The Speech to Motivate  
Experience 11-A Speech to Gain Good Will from a Disagreeing Audience

Unit 5-Social Speeches(1-4 weeks-assessment)  
Experience 12- The Speech to Entertain  
Experience 13-The After-dinner Speech  
Experience 14-Nomination to Office and Acceptance Speeches  
Experience 15-The Introduction Speech  
Experience 16-Welcoming and Response Speeches  
Experience 17-Presenting and Accepting Gifts  
Experience 18-The Fare well Speech  
Experience 19-Impromptu Speech

Unit 6-Speeches for Special Occasions(1-2 weeks-assessment)  
Experience 20-The Eulogy or Tribute Speech  
Experience 21-The Dedication Speech  
Experience 22-The Anniversary Speech  
Experience 23-The Commencement Address

Unit 7-Contest Speaking(1-2 weeks-assessment)  
Experience 24-Oral Presentation  
Experience 25-Extemporaneous Speaking  
Experience 26-Parliamentary Procedure and Student Congress  
Experience 27-Debate

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	<p>Unit 8- Business and Career Speaking(1-2 weeks-assessment) Experience 28-The Sales Talk Experience 29-The Lecture Forum Experience 30-The Computer Assisted Presentation Experience 31-The Interview Experience 32-The Panel Discussion</p> <p>Unit 9-The Mass Media(1-2 weeks-assessment) Experience 35- The Radio Commercial Experience 37- The Film or TV Program Review Experience 38- Radio/ Television Commentary</p>
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<p><b>21st Century Skills Standards:</b></p> <p><b>9.2 Career Awareness, Exploration and Preparation</b></p> <p><b>Career Ready Practices</b></p>	<p>Students will work on speech projects that are integral parts of specific careers. These opportunities will foster an understanding and respect for an English degree as a stepping stone to achieving occupational goals.</p> <p>9.2.12.C.1 -Review career goals and determine steps necessary for attainment. 9.2.12.C.2 -Modify Personalized Student Learning Plans to support declared career goals.</p> <p>CRP1-Act as a responsible contributing citizen and employee CRP2-Apply appropriate academic and technical skills CRP4-Community clearly and effectively and with reason CPR5-Consider the environment, social and economic impacts of decisions CPR6-Demonstrate creativity and innovation CRP7-Employ valid and reliable research strategies CRP8-Utilize critical thinking to make sense of problems and persevere in solving them CRP9-Model integrity, ethical leadership and effective management CRP10-Plan education and career paths aligned to personal goals CRP11-Use technology to advance productivity</p>
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<p><b>Technology Standards</b></p> <p><b>8.1 Educational Technology</b></p>          <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking-Programming</b></p>	<p>Students will work with technology in an attempt to engage audience members using computer and project-based tools. In addition, students will also use technology to access information necessary for speech projects that require research.</p> <p>8.1.12.D.1-Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.A.2 -Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.D.5-Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1-Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>          <p>8.2.12.B.3 -Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p>
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**Differentiation/Accommodations/Modifications**

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues</li> <li>• Utilize advanced materials and resources to meet the needs of student</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor activities</li> <li>• Advanced discussion techniques</li> <li>• Set individual goals</li> <li>• Multimedia projects that relate to student interests and apply to the curriculum</li> <li>• Extra answer choices on multiple choice assignments to allow for critical thinking</li> <li>• Multi-level learning stations for meaningful independent work that</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designated power points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and classroom teachers</li> <li>• Pair novice ELL students with advanced ELL students</li> <li>• Simplification or exemption from particular assignments</li> <li>• Audio and visual media provided to aid comprehension</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides/lesson outlines</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by student and teacher</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by the student when appropriate</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use computers to complete assignments as requested by student</li> <li>• Provide verbal reminder of assignment</li> </ul>

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<p>extends topics and ideas</p>	<ul style="list-style-type: none"> <li>• Daily positive reinforcement</li> <li>• Set/post class rules</li> </ul> <p><b>Modifications for Homework/Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> <li>• Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Establish procedures for accommodations/modifications for assessments</li> <li>• Grade + Effort</li> </ul> <p><b>Resources</b></p>	<p>media as requested by student when appropriate</p> <ul style="list-style-type: none"> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> <li>• Simplification or exemption from particular assignments</li> <li>• Preferential seating</li> <li>• Communication and collaboration with 504 Coordinator and Child Study Team</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Modified homework</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>• Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p>	<ul style="list-style-type: none"> <li>• Check student independent work</li> <li>• Assist student with planning of assignment</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>• Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> <li>• Modify answer choices</li> <li>• Email parent/guardian to remind child at home to study for test</li> </ul>
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	<p style="text-align: center;">WIDA Standards</p> <ul style="list-style-type: none"> <li>• Standard 1: Social and Instructional Language</li> <li>• Standard 2: The language of Language Arts</li> <li>• Standard 3: The language of Mathematics</li> <li>• Standard 4: The language of Science</li> <li>• Standard 5: The language of Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> English-Speech/Public Speaking			
<b>Theme:</b> Planning Stage			
<b>Essential Questions:</b> What does the student need to know in order to succeed as a presenter? What environmental factors play a part in a presentation? How does the audience play a role? What elemental skills must a student practice as a speaker in order to become a successful public speaker? Which situations require a different delivery style? What must a speaker include in a script? Why must a person adhere to the three-step process in order to ensure effective communication?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• How to pronounce words properly</li> <li>• How to listen purposefully</li> <li>• How to write with purpose</li> <li>• How to plan and organize a presentation</li> <li>• How to identify key factors that influence the required style of presentation</li> <li>• How to implement style-specific cues to meet the expectations of the audience/setting/presentation demand</li> <li>• How to organize a script in a logical pattern</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• To enunciate clearly</li> <li>• To identify and satisfy the demands of the audience, setting and presentation requirements</li> <li>• To identify and organize key parts of an effective speech in a variety of styles</li> <li>• To write a script that adheres to all the conditions that make for a professional presentation</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Presentations</li> <li>• Homework</li> <li>• Reading assignments and class reviews</li> <li>• Benchmark assessments</li> </ul>	<p><b>Standards:</b>        NJSLA.Literacy        RL11-12.4 – RL11-12.6        RI11-12.4 – RI11-12.6        W11-12.1 – W11-12.2        W11-12.4 – W11-12.10        SL11-12.1        SL11-12.3        L11-12.1 – L11-12.6        RST11-12.2        RST11-12.5 – RST11-12.7        RST11-12.9        RH11-12.1 – RH11-12.5        RH11-12.7 – RH11-12.10</p> <p>Social Studies:        6.2.12.A.3.a        6.2.12.D.3.a        6.2.12.A.5.e        6.2.12.B.5.e        6.2.12.C.5.g        6.2.12.D.5.d        6.2.12.A.6.c</p>

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			<p>6.2.12.C.6.a          6.1.12.A.2.a          6.1.12.D.2.b          6.1.12.D.3.d          6.1.12.D.3.e          6.1.12.A.14.h          6.1.12.D.14.e          6.1.12.D.14.f          6.3.4.A.1          6.3.4.D.1          6.3.8.A.1</p> <p>Science:          ESS3.C          ESS3.A</p> <p>21<sup>st</sup> Century Life and Careers          9.2.12.C.1          9.2.12.C.2</p> <p>Career Ready Practices          CRP 1,2,4,5,6,7,8,9,10,11,</p> <p>Technology          8.1.12.D.1          8.1.12.A.2          8.1.12.D.5          8.1.12.F.1          8.1.12.B.3</p>
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			<p><b>Pacing Chart/Time Frame:</b> The Planning Stage is taught and assessed during the First marking period. The Planning Stage introduces the key pieces to form a strong speech.</p> <p>The remaining three marking periods, the students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• <i>Basic Speech Experiences</i></li><li>• PowerPoint presentations</li><li>• Worksheets</li><li>• Google Classroom</li><li>• Chromebooks</li><li>• LCD projector</li></ul>
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<b>CONTENT:</b> English-Speech/Public Speaking			
<b>Theme:</b> Preparation Stage			
<b>Essential Questions:</b> Must a person memorize a speech in order to be highly effective? What must a student include in a presentation other than the written elements? How does the physical presence affect the audience and overall result of a presentation?		How else can a presenter engage the audience? What other aspects of a speech delivery add dimension to a presentation? What other cues can add emphasis in an area that requires a connection between one person and a body of people? How can preparation ensure efficacy as a presenter?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• how to commit a speech to memory</li> <li>• how to print/write a script that is most conducive for delivery</li> <li>• how to add physical cues and vocal hints to a script</li> <li>• how to prepare a visual aid that will add to a presentation</li> <li>• how to compose the body in a manner befitting the style of presentation</li> <li>• how to tune the ear and eye (with a mirror) to revise a script</li> <li>• How to exhibit competency in using library resources</li> <li>• How to understand the value of research</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• to memorize a script</li> <li>• to learn and apply non-verbal cues that add to a presentation</li> <li>• to learn and fabricate a visual aid that fortifies the connection between the speaker and audience</li> <li>• to annotate vocal and physical cues to connect to the audience</li> <li>• to learn and apply the appropriate practice measures to prepare for a final presentation</li> <li>• to reflect on the efficacy of a practice presentation</li> <li>• to revise the script and/or notations based on observations made during practice presentation(s)</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Essays/scripts</li> <li>• PowerPoints</li> <li>• Research checks</li> <li>• Homework</li> <li>• Benchmark assessments</li> </ul>	<b>Standards:</b> NJSLS.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1 SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10  Social Studies: 6.2.12.A.3.a 6.2.12.D.3.a 6.2.12.A.5.e 6.2.12.B.5.e 6.2.12.C.5.g 6.2.12.D.5.d 6.2.12.A.6.c 6.2.12.C.6.a

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<ul style="list-style-type: none"> <li>• How to use technology and problem-based learning strategies to develop and enhance analytical and problem-solving skills</li> </ul>			<p>6.1.12.A.2.a          6.1.12.D.2.b          6.1.12.D.3.d          6.1.12.D.3.e          6.1.12.A.14.h          6.1.12.D.14.e          6.1.12.D.14.f          6.3.4.A.1          6.3.4.D.1          6.3.8.A.1</p> <p>Science:          ESS3.C          ESS3.A</p> <p>21<sup>st</sup> Century Life and Careers          9.2.12.C.1          9.2.12.C.2</p> <p>Career Ready Practices          CRP 1,2,4,5,6,7,8,9,10,11,</p> <p>Technology          8.1.12.D.1          8.1.12.A.2          8.1.12.D.5          8.1.12.F.1          8.1.12.B.3</p>
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			<p><b>Pacing Chart/Time Frame:</b> The Preparation Stage is taught and assessed during the second marking period. The Preparation Stage will expose students to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks of which at least 1/3 of the time will be dedicated to the preparation stage.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• <i>Basic Speech Experiences</i></li><li>• PowerPoint presentations</li><li>• Worksheets</li><li>• Google Classroom</li><li>• Chromebooks</li><li>• LCD projector</li></ul>
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<b>CONTENT:</b> English-Speech/Public Speaking			
<b>Theme:</b> Presentation Stage			
<b>Essential Questions:</b> What obstacles will a presenter face even with in-depth planning and full preparation? What skills can a person employ to offer a confident front?		What techniques can a person use to avoid any occurrences that can be construed as mistakes? Which speech opportunities require specific skills/techniques? How can experience help a person become a stronger presenter?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to execute techniques to create a confident front</li> <li>• How to read the audience and alter the prepared presentation in order to be more effective</li> <li>• How to handle certain obstacles common to public speaking events</li> <li>• How to add style-specific cues for a certain type of presentation</li> <li>• How to transform experience into an asset</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• To set a stance that creates a confident presence</li> <li>• To manipulate the upper torso in a way that conveys mastery, invitation to engage and professionalism</li> <li>• To maneuver the head and hands to create a connection with the material and the audience</li> <li>• To present a variety of styles effectively</li> <li>• To enunciate clearly</li> <li>• To speak &amp; listen with purpose</li> <li>• To reflect and learn from each experience</li> <li>• to apply non-verbal cues that engage an audience</li> <li>• to exercise techniques to avoid and/or overcome common presentation obstacles</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Essays/scripts</li> <li>• Presentation</li> <li>• Performance reviews</li> <li>• Benchmark assessments</li> </ul>	<b>Standards:</b> NJSLA-ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1 SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10  Social Studies: 6.2.12.A.3.a 6.2.12.D.3.a 6.2.12.A.5.e 6.2.12.B.5.e 6.2.12.C.5.g 6.2.12.D.5.d 6.2.12.A.6.c 6.2.12.C.6.a

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			<p>6.1.12.A.2.a          6.1.12.D.2.b          6.1.12.D.3.d          6.1.12.D.3.e          6.1.12.A.14.h          6.1.12.D.14.e          6.1.12.D.14.f          6.3.4.A.1          6.3.4.D.1          6.3.8.A.1</p> <p>Science:          ESS3.C          ESS3.A</p> <p>21<sup>st</sup> Century Life and Careers          9.2.12.C.1          9.2.12.C.2</p> <p>Career Ready Practices          CRP 1,2,4,5,6,7,8,9,10,11,</p> <p>Technology          8.1.12.D.1          8.1.12.A.2          8.1.12.D.5          8.1.12.F.1          8.1.12.B.3</p>
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			<p><b>Pacing Chart/Time Frame:</b> The Presentation Stage is taught and assessed during the third marking period. The Presentation Stage will expose students to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks of which 1/3 of the time will be invested in the presentation itself (for all students).</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Rubrics</li><li>• Peer review worksheets</li></ul>
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<b>CONTENT:</b> English-Speech/Public Speaking			
<b>Theme:</b> Performance Review/Personal Reflection/Preparation for Future Speech Opportunities			
<b>Essential Questions:</b> What are the elements of speech communication? What techniques are necessary in order to speak effectively in life situations? How does a student plan and organize an effective presentation (personal differentiation)? Can a student use language properly?		Can computer technology enhance a presentation? Can library resources bring an understanding to a presentation? Will a speech about a career help a student? Will poise and confidence help a student? How does the media influence society?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to demonstrate an understanding of speech communication</li> <li>• How to speak effectively in everyday life situations</li> <li>• How to plan and organize an effective presentation</li> <li>• How to present a speech about a career</li> <li>• How to reinforce and support other academic areas as they relate to the study of literature and speech</li> <li>• How to critically assess the growing influence of media</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• To learn and apply essential steps for proper public speaking</li> <li>• To self-reflect/self-assess a performance</li> <li>• To reflect/assess a performance</li> <li>• To learn, plan, prepare and present speeches that are common in certain occupations</li> <li>• To evaluate the value of the platform, presentation and underlying socio-economic message in a speech</li> <li>• To use multiple resources to plan, prepare and present</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Essays/scripts</li> <li>• Homework</li> <li>• Performance reviews</li> <li>• Benchmark assessments</li> </ul>	<b>Standards:</b> NJLSL.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1, SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10  Social Studies: 6.2.12.A.3.a 6.2.12.D.3.a 6.2.12.A.5.e 6.2.12.B.5.e 6.2.12.C.5.g 6.2.12.D.5.d

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<ul style="list-style-type: none"> <li>• How to foster sound moral, cultural, and social attitudes based on the lessons of a constructive debate</li> <li>• How to instill in the student an awareness of current events to better understand the student’s role as a “citizen of the world.”</li> </ul>			<p>6.2.12.A.6.c          6.2.12.C.6.a          6.1.12.A.2.a          6.1.12.D.2.b          6.1.12.D.3.d          6.1.12.D.3.e          6.1.12.A.14.h          6.1.12.D.14.e          6.1.12.D.14.f          6.3.4.A.1          6.3.4.D.1          6.3.8.A.1</p> <p>Science:          ESS3.C          ESS3.A</p> <p>21<sup>st</sup> Century Life and Careers          9.2.12.C.1          9.2.12.C.2</p> <p>Career Ready Practices          CRP 1,2,4,5,6,7,8,9,10,11</p> <p>Technology          8.1.12.D.1          8.1.12.A.2          8.1.12.D.5          8.1.12.F.1          8.1.12.B.3</p>
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			<p><b>Pacing Chart/Time Frame:</b>          The Performance Review/Personal Reflection/Preparation for Future Speech Opportunities Stage is taught and assessed during the fourth marking period. During the Performance Review/Personal Reflection/Preparation for Future Speech Opportunities Stage students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks. At the end of each unit, the students will present and then meet with either the teacher or a panel of peers who will share notes on presentation highlights as well as areas that require further improvement. This constructive criticism activity will incorporate an action plan that will list methods for improvement.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Basic Speech Experiences</i></li> <li>• PowerPoint presentations</li> <li>• Worksheets</li> <li>• Rubrics</li> <li>• Notes</li> </ul>
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**NJSLS ELA Standards**

NJSLS Reading Literature	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>
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<p>NJSLS Reading Informational Text</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and</p>

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	<p>significant concepts.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
NJSLS Speaking and Listening	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>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.</li><li>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</li><li>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</li></ul> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>

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	<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
NJSL Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>A. Use parallel structure.</li><li>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li></ul> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>B. Use a colon to introduce a list or quotation.</li><li>C. Spell correctly.</li></ul> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"><li>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li></ul> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a</li></ul>



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	<p>sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. 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.</p>
NJSLS Writing	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>

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- clearly and accurately through the effective selection, organization, and analysis of content.
- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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	<p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p style="padding-left: 40px;">B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
NJSLS Reading History	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or</p>

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	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
NJSLS Reading Science and Technical Subjects	<p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>