

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Public Speaking

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 9-12
Credit Value:	5 Credits
Date Approved:	September 19, 2023

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Modifications will be made to accommodate IEP mandates for classified students

Units Of Study

Unit	Focus
Unit 1- Overcoming Stage Fright; Speaking & Listening	Addressing stage fright and how it can impact public speaking; strategies to overcome stage fright. Followed by the dynamics of speaking and listening and how both are both equally important to communications in the public forums.
Unit 2- Speech Analysis	Analyzing speech texts and performances. Select and present interpretive varied readings. Identifying literary devices and public speaking strategies with texts. Begin to understand and apply public speaking skills.
Unit 3- Speeches to Inform	Organizational structure; Informative characteristics; Speech delivery; Managing and utilizing visual aides.
Unit 4- Speeches to Persuade	Organizational structure; persuasive characteristics; Speech delivery; Managing and utilizing data and research.
Unit 5- Debate and the Art of Negotiation	Introduction to debate; Introducing and utilizing rebuttals and counter arguments; Substantiating ideas with reliable sources; Introducing and applying negotiation techniques; Developing discerning listening techniques.
Unit 6- Public Speaking Practice	The JP Stevens and EHS students will present final debates and/or speeches to each other. They will be given a live audience to demonstrate their overall understanding of the course.

Unit 1: Overcoming Stage Fright: Speaking & Listening

Targeted Standards	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students be able to:</i></p> <ul style="list-style-type: none"> • Understand their public speaking fears and how they impact their public speaking abilities by presenting to the class for feedback. • Develop strategies to overcome stage fright by closely examining their specific fears. • Apply speaking and listening skills by participating in public speaking exercises.
Essential Questions	<ul style="list-style-type: none"> • How common is the fear of public speaking? • What are my public speaking fears? • What are some of my personal public speaking weaknesses? • How can I address or change my public speaking fears and weaknesses? • How can listening to public speaking presentations make me a better speaker? • How can giving and receiving feedback with my peers make me a stronger public speaker?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> • Ice Breaker Activities • Class Discussions • Group Presentations • Individual Presentations • Peer Reviews • Self Reflections

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies How students will be able to do it.	Assessment Check Points
<ol style="list-style-type: none"> 1. Glossophobia and how it pertains to each student. 2. Public Speaking Dos and Don'ts 3. Getting on Our Feet 4. Applying peer Feedback 5. Applying self critiques 	<ol style="list-style-type: none"> 1. Identify what glossophobia is and how they experience it. 2. Through discussions, students will be able to evaluate public speakers and the struggles surrounding stage fright. 3. Identify personal public speaking strengths and weaknesses. 4. Listening skills 5. Listening and analysis skills 	<ol style="list-style-type: none"> 1. Present various forms of media that discuss and examine glossophobia. 2. Consider the following: What makes a public speaker great? What makes a public speaker weak? Who was/is a great public speaker? Who do you consider to be a weak public speaker? 3. The students will present various forms or group and individual presentations. 4. Peer critique Sheets and discussions 5. Self critique sheets and video recordings. 	<ol style="list-style-type: none"> 1. Ice Breaker Activities 2. Class Discussions 3. Group and Individual Presentations 4. Peer Reviews 5. Self Reflections
Resources Essential materials, supplementary materials, links to best practice YouTube Videos Articles <i>The Art of Public Speaking</i>		Instructional Adjustments Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Adjustments will be made for LLD and Special Education Students based on their IEPs. • Lessons may be scaffolded based on individual student needs. 	

Unit 2: Speech Analysis

Targeted Standards	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.9-12.1. 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.9-12.2. 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.9-12.4. Determine the meaning of words and phrases as</p>
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	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).
Unit Objectives/ Conceptual Understandings	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the characteristics of a well written speech by closely reading drafts and outlines. • Identify the characteristics of a strong public speaking presentation by viewing and discussing various examples of public speaking. • Apply public speaking skills by creating a draft and presenting a presentation. • Identify the importance of literary devices by locating them in drafts/texts. • Identify the importance of logos, ethos, and pathos within a presentation by locating their use in speech examples. • Evaluate the importance of entertainment in presentations by rating example speeches.
Essential Questions	<ul style="list-style-type: none"> • What does a draft or outline need to be successful? • What performance techniques does a speaker need to apply in order to get their message across to an audience? • How do literary devices enhance a draft? • How does ethos, pathos, and logos benefit a public speaker and an audience? • How does a speaker make a presentation entertaining for their audience? • What should we strive to include in all of our speeches (drafts and final performances)? • What should we avoid in all of our speeches (drafts and final performances)?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ol style="list-style-type: none"> 1. Close readings of texts. 2. Close readings of speeches. 3. Agree or disagree discussions. 4. Presentation reviews. 5. Speech and draft evaluations.

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies How students will be able to do it.	Assessment Check Points
<ul style="list-style-type: none"> • Necessities of speech writing • Necessities of presenting a speech. • Characteristics of a strong draft and presentation. 	<ul style="list-style-type: none"> • Identifying literary devices • Identifying ethos, pathos, and logos. • Identifying humor. • Identifying tone, emphasis, pace, projection, and diction. • Identifying hooks, preview statements, and taglines. • Applying literary devices • Applying ethos, pathos, and logos. • Applying humor. • Applying tone, emphasis, pace, projection, and diction. • Applying hooks, preview statements, and taglines. 	<ul style="list-style-type: none"> • Class discussions. • Closely reading speech drafts and outlines. • Viewing and critiquing presentations. • Practice drafts • Practice presentations. 	<ol style="list-style-type: none"> 1. Close readings of texts. 2. Close readings of speeches. 3. Agree or disagree discussions. 4. Presentation reviews. 5. Speech and draft evaluations.
Resources Essential materials, supplementary materials, links to best practice <ul style="list-style-type: none"> • YouTube Videos • MasterClass • PDFs and Google Documents of drafts and outlines • <i>The Art of Public Speaking</i> 		Instructional Adjustments Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Adjustments will be made for LLD and Special Education Students based on their IEPs. • Lessons may be scaffolded based on individual student needs. 	

Unit 3: Speeches to Inform

<p>Targeted Standards</p>	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.9-12.1. 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.9-12.2. 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.9-12.4. 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>
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Unit Objectives/ Conceptual Understandings	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Organize and structure and informative presentation. • Identify and utilize informative characteristics. • Present an informative speech • Managing and utilizing visual aides.
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of an informative speech? • How does a speaker present a successful informative speech? • How does an informative presentation differ from other presentations? • How does a person collect research and data to support an informative speech? • What public speaking elements can you apply to your informative speech to make it stronger? • How can you critique an informative speech/speaker? • How are informative speeches similar and different from other types of speeches? • How can a visual aide assist a public speaker? • What should a speaker avoid when they are incorporating a visual aide?
Unit Assessment	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> • Close readings of texts • Informative Speech Drafts • Informative Presentations • Peer Critique Sheets (informative) • Self Reflection (Informative) • Mock Commercials • Group Presentations (Informative) • Incorporation of appropriate visual aids in informative speeches.

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies How students will be able to do it.	Assessment Check Points
<ul style="list-style-type: none"> • Informative speech characteristics • Informative speech drafting requirements • Informative 	<ul style="list-style-type: none"> • Identifying characteristics of an informative speech. • Drafting an outline for an 	<ul style="list-style-type: none"> • Class discussions. • Closely reading speech drafts and outlines. • Participate in a topic pitch prior to writing their 	<ul style="list-style-type: none"> • Close readings of texts • Informative Speech Drafts • Informative Presentations • Peer Critique

<p>speaking elements/ standards</p> <ul style="list-style-type: none"> • Critiquing informative speeches and speakers. • Other types of informative mediums. • Applying visual aides. 	<p>informative speech.</p> <ul style="list-style-type: none"> • Developing research and data to support an informative speech. • Using visual aids to support the information rather than to distract the audience or fill up speaking time. 	<p>draft/developing their research.</p> <ul style="list-style-type: none"> • Drafting informative speeches. • Collecting data and research based on their informative topics. • Presenting informative speeches. • Presenting commercials. • Viewing and critiquing informative presentations. • Practice using visual aides and demonstrate strong examples and weak examples of visual aides. 	<p>Sheets (informative)</p> <ul style="list-style-type: none"> • Self Reflection (Informative) • Mock Commercials • Group Presentations (Informative) • Incorporation of appropriate visual aids in informative speeches.
<p>Resources Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> • YouTube Videos • MasterClass • PDFs and Google Documents of drafts and outlines • <i>The Art of Public Speaking</i> 		<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Adjustments will be made for LLD and Special Education Students based on their IEPs. • Lessons may be scaffolded based on individual student needs. 	

Unit 4: Speeches to Persuade

<p>Targeted Standards</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.9-12.1. 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.9-12.2. 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.9-12.4. Determine the meaning of words and phrases as</p>
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	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).
Unit Objectives/ Conceptual Understandings	<i>Students will be able to: develop persuasive speeches based on credible research and data; utilize appropriate vocal expression, body language, and hand gestures to persuade varied audiences; evaluate speeches for persuasive techniques, style of delivery and credibility</i>
Essential Questions	<p>How do you develop sound arguments and provide evidence that will effectively persuade an audience?</p> <p>How do you adapt your message and presentation to the unique needs and perspectives of different audiences?</p> <p>What techniques can you use to effectively connect with and engage your audience during a persuasive speech?</p> <p>What is the role of ethics and credibility in persuasive speaking and how do you establish it?</p> <p>How can you structure your persuasive speech to maximize impact and influence?</p> <p>How can you use delivery techniques like tone, inflection, pauses, body language, hand gestures, to enhance the effectiveness of your speech?</p>
Unit Assessment	<i>What is the evidence that students have achieved the targeted standards/unit objectives?: Students will present/perform a persuasive speech; provide peer reviews; complete a self-evaluation, and/or reflection essay; contribute audience response/feedback</i>

Core Content Objectives		Instructional Action	
Concepts What students will know 1. Developing an understanding of the unique aspects of persuasive speeches,	Skills What students will be able to do 1. Ability to structure persuasive speeches in a manner that	Activities/Strategies How students will learn 1. Analysis of persuasive speeches through viewing of speech presentation videos, analysis of text, and personal interpretation	Assessment Check Points How students will be accountable 1. Analysis essay or question response; varied class

<p>structure, methods, types of audiences and messages that are key to effectively persuading listeners to take action.</p> <p>2. Learn to develop persuasive arguments and compile credible evidence to engage and manipulate your audience - logos</p> <p>3. Utilize the ability to vet and research credible sources.</p> <p>4. Develop and apply awareness of the nuance of the ethics of persuasion - ethos</p> <p>5. Application of varied vocal expression, body language, gestures, timing/pacing in an effort to engage and connect with varied audiences - pathos</p>	<p>presents a logical progression of ideas</p> <p>2. Assemble credible evidence, statistics, sources to support arguments and/or ideas</p> <p>3. Establish a sense of confidence and integrity that incorporates an ethical persona</p> <p>4. Assessing varied audiences and manner of addressing each in an appropriate and effective manner.</p> <p>5. Delivery of voice and physical expression appropriate for persuasive speeches</p>	<p>presentation.</p> <p>2. Select a topic for a persuasive speech, and find three credible sources to support your opinion/point of view on that topic.</p> <p>3. Review speech transcripts, and/or videos for bias; evaluate speeches and/or transcripts for ethical behavior and practices - use of Socratic Seminar, panel discussions, mini-debates.</p> <p>4. Analyze varied opportunities for utilizing persuasive speech techniques and strategies from personal conversations to larger audiences - I.E. Parent/teacher negotiation; College/Job negotiations - Role play activity; Sales Pitch - Role Play, Commercials; Campaign Speech/Debate - View, analyze, Mini-Speech</p> <p>5. Vocal warm-ups, stretching and breathing exercises; Self-record for improved use of vocal techniques; Peer feedback; Peer-Assisted Rehearsal Recording</p>	<p>discussion formats; mini-presentation</p> <p>2. Graphic organizer for collecting research; Peer-review and/or debate</p> <p>3. Socratic seminar; panel discussions; mini-debates; Reflection journals/essays</p> <p>4. Mini-presentations - Role Play Scenes, Commercials, Mini-Debate; Peer feedback; Self-reflection</p> <p>5. Daily Vocal exercises, Breathing and Stretching exercises; Use of recording device for Peer Rehearsal/ Feedback; Self-Reflection forms/journals</p>
<p>Resources</p> <p>Essential materials, supplementary materials, links to best practice</p> <p>TEXT: <i>The Arts of Public Speaking</i> - Stephen E. Lucas; McGraw Hill Education Publishing - <i>Part Five: Varieties of</i></p>		<p>Instructional Adjustments</p> <p>Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> Adjustments will be made for LLD and Special Education Students based on 	

<p><i>PublicSpeaking - Chapter 16 - Speaking to Persuade, Chapter 17- Methods of Persuasion</i></p> <p><i>Persuasive Speeches</i></p> <p><i>Getting the Lead Out - 310</i></p> <p><i>Changing Lives Through the Literacy Network - 338</i></p> <p><i>The Living Wage - A-5</i></p> <p><i>Phony Pharmaceuticals A-7</i></p> <p>Mac Books</p> <p>Youtube Videos</p> <p>Google Resources</p> <p>EBSCO and Other Library-Approved Sites</p>	<p>their IEPs.</p> <ul style="list-style-type: none">• Lessons may be scaffolded based on individual student needs.
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Unit 5: Debate and the Art of Negotiation

Unit Objectives/ Conceptual Understandings	<i>Students will understand that: Understand the fundamentals of debate, including primary terminology and structure; understand common methods of negotiations and ethical considerations; Learn how to analyze different audiences and adapt strategies for specific purposes; develop appreciation for differences between independent debate and team debate - appreciating team work; Ability to compare/contrast personal debates from formal debates; developing a professional persona, and establishing credibility</i>
Essential Questions	<ol style="list-style-type: none"> 1. What are the important elements of debate, as well as terminology? 2. How do negotiation strategies and techniques differ from other literary devices used in other forms of speeches? 3. What are the critical and analytical thinking skills required to construct an intelligent argument? 4. What are the primary research skills required to assess the credibility of a source? 5. How does empathy play a role in appreciating differing viewpoints in debate and negotiation? 6. How can ethical practices be assessed in a debate, or negotiation? 7. How can improved understanding of vocal expression, body language, and effective use of persuasive and rhetorical devices aid in debating and negotiating?
Unit Assessment	<i>What is the evidence that students have achieved the targeted standards/unit objectives?: Students will be able to participate in varied discussion groups regarding both generic, and specific debate techniques, devices, and perspectives; Adopt and Utilize debate terminology; Recognize and Apply methods of negotiation; Create a set of criteria to rate the credibility of a source; Prepare and participate in both an informal and formal debate; Create a debate rubric; Provide peer feedback; Self-reflection writings</i>
Targeted Standards	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

	<p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.9-12.1. 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.9-12.2. 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.9-12.4. 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>
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Core Content Objectives		Instructional Action	
Concepts	Skills	Activities/Strategies	Assessment Check Points
<p>What students will know</p> <ol style="list-style-type: none"> 1. Develop strategies to debate both formal and informal topics, and/or subjects. 2. Apply research skills and assess credible sources, and credit accordingly. 3. Establish a strong outline for debate, including a strong thesis, and logical progression of ideas with meaningful evidence that speaks to the target audience. 4. Establish comfort with impromptu elements of debate, when countering viewpoints, such as in a rebuttal, or crossfire. 5. Utilize ethical practices through the usage of credible sources and respectful debate 	<p>What students will be able to do</p> <ol style="list-style-type: none"> 1. Utilize strategies to debate in both informal and informal settings 2. Research varied sources and assess and vet credible sources 3. Create an outline structure for debate starting with a clear thesis statement, followed by a logical progression of ideas 4. Display comfort with impromptu debate elements such as rebuttals and crossfires 5. Utilize ethical practices, including maintaining appropriate speaking style, 	<p>How students will learn</p> <ol style="list-style-type: none"> 1. Communication Feedback - Share thesis statements - <i>I believe</i> statements, and allow for students to agree or disagree - ask questions, minor debate 2. Analyze examples of informal, formal debates, and negotiation examples for use of strategies, devices, vocal expression - compare and contrast 3. Research varied topics of both informal and formal debate topics - create criteria for credibility rating 4. Select a viable idea/topic for a debate - independent and/or team debate 5. Organize and Present and Informal Debate 6. Organize and Present a formal debate 7. Provide Peer 	<p>How students will be accountable</p> <ol style="list-style-type: none"> 1. Daily activity participation 2. Analysis notes, graphic organizers, charts, graphs 3. Research gathering documents 4. Debate presentations 5. Judging panel feedback and rubrics 6. General Peer feedback forms, rubrics 7. Self-Reflection journals, rubrics, forms

etiquette and decorum.	devices, etc.	Feedback 8. Self-Evaluate and Reflect	
Resources Essential materials, supplementary materials, links to best practice Essential materials, supplementary materials, links to best practice Glencoe Speech - Text - Problem Solving and Conflict Management <i>Unit 5 - Problem Solving and Conflict Management - Chapter 18 - Supporting Your Views; Chapter 19 Lincoln-Douglas Debate; Chapter 20 Parliamentary Procedure</i> TEXT: <i>The Arts of Public Speaking</i> - Stephen E. Lucas; McGraw Hill Education Publishing - <i>Part Five: Varieties of Public Speaking - Chapter 16 - Speaking to Persuade, Chapter 17- Methods of Persuasion</i> Mac Books Youtube Videos Google Resources EBSCO and Other Library-Approved Sites		Instructional Adjustments Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Adjustments will be made for LLD and Special Education Students based on their IEPs. • Lessons may be scaffolded based on individual student needs. 	

Unit 6: Public Speaking Practice

Unit Objectives/ Conceptual Understandings	<i>Students will understand that: Confidence building is the at the core of all public speaking education; verbal and non-verbal communication skills are integral in presenting an overall positive impression when speaking or presenting in public; Develop ability to assess audience so as to express speech content in the most appropriate and professional manner; Understand and apply varied public speaking techniques; Compose cohesive speeches for varied purposes; Effective use of vocal delivery and visual aides</i>
Essential Questions	<ol style="list-style-type: none"> 1. What are the essential qualities of effective public speakers? 2. How does knowing your audience, or ability to assess an audience quickly, affect a public speaker's success? 3. How can a speaker structure a persuasive speech to increase the likelihood of gaining the support of their audience? 4. How can body language and non-verbal communication engage an audience, and increase impact? 5. What ethical considerations should the public speaker consider, when giving a persuasive speech?
Unit Assessment	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i>
Targeted Standards	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>

	<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.9-12.1. 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.9-12.2. 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.9-12.4. 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>
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Core Content Objectives		Instructional Action	
Concepts	Skills	Activities/Strategies	Assessment Check Points
<p>What students will know</p> <p>1. What constitutes speeches to inform, persuade and entertain - in the 21st Century</p>	<p>What students will be able to do</p> <p>1. Recognize structural differences between speeches to inform, persuade, debate and</p>	<p>1. Cross-District Debate</p> <p>2. Seek School and Community opportunities to speak publicly - i.e. Morning Announcements, Faculty Meetings,</p>	<p>1. Speech presentations - in-person, or recorded rehearsal</p> <p>2. Self-reflection in writing or form</p>

<p>medium</p> <ol style="list-style-type: none"> 2. Strategies and techniques to combat stage fright. 3. Increasing understanding and how to use, voice for different purposes and effects 4. Structure of presentations from purpose to audience to research, writing, editing, and performing or presenting 5. Appropriate verbal and non-verbal communication across the ages, cultures and more 	<p>entertain - evaluate differences between ten years ago and today.</p> <ol style="list-style-type: none"> 2. Exercises for vocal warm-ups, stretching, breathing, improv 3. Compare /Contrast structures of different public speaking texts and transcripts 4. Consider and assess verbal and non-verbal forms of communication across age ranges, cultural differences, through analysis, preparation and presentation 	<p>Student Council, or other extra-curricular organizations</p> <ol style="list-style-type: none"> 3. curricular organizations 4. Speech for Broader Audience - Interdisciplinary classrooms, cross-district 	<ol style="list-style-type: none"> 3. Peer Review/ Feedback 4. Peer Audience Feedback 5. Improvisation exercises for body language, vocal expression, role-play 6. Simulated Business Presentation /TED Talk
<p>Resources Essential materials Supplementary materials, links to best practice - I.E. TED Talks (varied)</p> <p>TEXT: <i>The Arts of Public Speaking</i> - Stephen E. Lucas; McGraw Hill Education Publishing MacBooks Youtube Videos Google Resources EBSCO and Other Library-Approved Sites</p>		<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Adjustments will be made for LLD and Special Education Students based on their IEPs. • Lessons may be scaffolded based on individual student needs. 	