



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Public Speaking

Grade Level: 10-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Sonia Saadeh
Zachary Love**

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Course Name: Public Speaking
Grade(s): 10-12

Date of Board Adoption:
September 20, 2022
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Public Speaking

PACING GUIDE

Unit	Title	Pacing
1	Intro to Public Speaking	2 weeks
2	Poetry Out Loud	2 weeks
3	Nonverbal Communication	2 weeks
4	Discussion	2 weeks
5	You in a Box	2 weeks
6	Demonstration Speech	2 weeks
7	The Great Debaters	2 weeks
8	Recommendation Speech	2 weeks
9	Intrapersonal Communication	2 weeks
10	Declamation	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets.

- | | |
|--|--|
| | <ul style="list-style-type: none">● Create alternate assignments.● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.● Allow student to resubmit assignments.● Use small group instruction.● Simplify language.● Provide scaffolded vocabulary and vocabulary lists.● Demonstrate concepts possibly through the use of visuals.● Use manipulatives.● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors. |
|--|--|

UNIT OVERVIEW

Content Area: English

Unit I Title: Intro to Public Speaking

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take the first two weeks to experience traditional first day activities. By the end of this unit, students will have successful public speaking experience in small amounts, as well as learning some basic terminology.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

W.NW.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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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..

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Effective communication requires the understanding and application of a four part cycle:
 - sender
 - receiver
 - message
 - feedback
- Public Speaking involves two types of communication:
 - verbal
 - non-verbal
- The rate at which a speaker delivers their message can have an effect on the audience.
- The volume and tone of a speaker can indirectly influence the message and the audience's experience
- Using tools like pitch and paralanguage can change the previous terms (rate, volume and tone) delivery within a public speaking speech, reading or performance.

Unit Essential Questions:

- How can one effectively use the communication process, and why is it important to be both culturally and ethically respectful when speaking in public?
- How does the delivery of words affect the way a listener receives and responds to the message?

Knowledge and Skills:

Students will know...

- The four-part cycle of effective communication
- The difference between verbal and nonverbal communication
- The function of rate, volume, tone, pitch and paralanguage

Students will be able to...

- Recognize and understand the various elements of verbal and nonverbal communication
- Apply the fundamental skills of public speaking

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will participate in a tongue twister activity in which they will demonstrate skills of communicating with appropriate rate, volume, tone, pitch and paralanguage
- Students will work in pairs to research and find ways to deal with public speaking anxiety
- Students will be assessed on their conversational skills with a stuffed animal.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Oral reading of tongue twisters, in pairs and individually
- Online research or speech anxiety
- An informal writing of effective ways to handle public speaking stress

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit II Title: Poetry Out Loud

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to understand how poetry allows the reader to explore various tones, rates, volumes and pitch styles. Students will explore their own unique voice and delivery techniques through reading of poetry.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- 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.
- 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.

SL.II.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.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Poetry has, in its form, ways to help understand volume, tone, pitch, etc.
- Poetry is an excellent expression of thought and feeling

Unit Essential Questions:

- How does poetry make a reader feel and experience things that are different from other types of writing?

Knowledge and Skills:

Students will know...

- Various techniques poets use to express themselves and invoke feelings from their listeners
- Reading of a poem can vary depending on the speaker

Students will be able to...

- Perform a poem that, although is not written by them, can still be uniquely their style because of the performance.
- Identify various types of tones poets use in their writing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will read and perform a poem, written by a famous poet, in a way that highlights a specific tone and attitude.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual reading and practice of specific poem
- Coaching session with teacher and student
- Ability to walk around the classroom and utilize space

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit III Title: Nonverbal Communication

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to understand how important nonverbal communication is to a public speaking speech. Students will learn about various ways to communicate nonverbally. We will explore which styles we excel at more than others.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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
- B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- 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.
- 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.

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.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Non-verbal communication has specific requirements and practices.
- Communicating without words is not only possible, but powerful

Unit Essential Questions:

- How can we communicate effectively and expressively without words?
- How can our face express feelings and opinions that make words unnecessary?

Knowledge and Skills:

Students will know...

- The definition of non-verbal communication
- Various types of non-verbal communication
- Different ways of expressing oneself non-verbally

Students will be able to...

- Identify and express various ways of expressing oneself non-verbally
- Perform a scene and express feelings without speaking

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will perform an original skit using no words

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual watching and research of silent films
- Paired project in which students will write their own silent production
- Rubrics to help grade each performance

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit IV Title: Discussion

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to understand how things like casual conversation and formal discussion constitute public speaking. We will identify elements of discussion that can be worked on in order to produce healthy conversation with our friends, peers and authority figures.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Discussions, whether casual or formal, constitute as elements of public speaking
- A discussion needs to follow specific protocol in order to be successful and effective

Unit Essential Questions:

- How does a simple conversation utilize elements of public speaking?
- How can a conversation end up going wrong?

Knowledge and Skills:

Students will know...

- The public speaking cycle of unit 1 and its connection to discussion
- A proper discussion, whether casual or formal, can go wrong if not followed properly

Students will be able to...

- Have a discussion with someone you don't know too well without any awkward pauses
- Practice on their listening skills as they have a discussion with a peer

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Pairs will have a discussion on a surprise topic given by the teacher. They will be assessed on their ability to speak and listen well.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual reading and research of the public speaking cycle
- Paired work where students practice speaking and listening skills
- Games such as charades

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit V Title: You in a Box

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to formally speak to the class for the first time. Students will create a presentation that summarizes who they are and present this information to the class. We will work on active speaking and listening skills.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

SL.II.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.

W.NW.11–12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Who they are as an individual can be uniquely and interestingly expressed via presentation
- Creativity is an important aspect of public speaking

Unit Essential Questions:

- How can one’s individual personality be an important factor of public speaking?
- How does our individual experience influence who we are as speakers?

Knowledge and Skills:

Students will know...

- That an attention getting part of one’s speech is necessary to hook the audience in.
- Symbols used to represent feelings and experiences can be an effective tool for public speaking

Students will be able to...

- Speak about themselves in a public speaking speech without making it sound casual and informal

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will present a digital presentation or a physical box in which three items are used to represent themselves. A grade will be given.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual preparation for speech

- Choice boards to create and edit before speech
- Rubric to use during speech

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit VI Title: Demonstrations

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to dedicate to the power and responsibility of being a good listener. We will teach the class something, as a how-to performance. Students will spend time working on their public speaking skills and their skills as an audience member.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify their own views. Make new connections in light of the evidence and reasoning presented.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Effective communication allows a listener to engage successfully with the speaker.
- Being an ethical listener is a gateway to learning.

Unit Essential Questions:

- How can someone's speaking actually deter a listener from learning?
- What are some successful ways speakers can encourage listeners to learn?

Knowledge and Skills:

Students will know...

- Writing a speech with steps involved is different from other types of speaking.

Students will be able to...

- Use their public speaking skills to teach the class something new.
- Write, revise and edit their speech to make sure the listeners understand their demonstration.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- A demonstration speech in which students teach a "how-to" for the class.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Witnesses and experiencing a how-to demonstration by the teacher.
- Review and understanding of the rubric
- The ability to write and revise their presentation

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit VII Title: The Great Debate

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to use their public speaking skills and put them to the test. Students will have the opportunity to speak and listen at the same time. Instead of speaking individually in front of the class, we will work together to have a back and forth conversation, utilizing the same public speaking skills.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

W.NW.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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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. .
- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Utilizing both active speaking and listening skills is imperative to a healthy debate
- Disagreeing with your partner is a possibility during a debate
- Arguing and debating are two different terms and concepts

Unit Essential Questions:

- How does a debate differ from an argument?
- How can we debate in a healthy, communicative manner?

Knowledge and Skills:

Students will know...

- Responding to your debating partner involves ethical skills, kindness and empathy
- Speaking in a debate requires specific tones be used and specific volumes and pitch be avoided

Students will be able to...

- Speak on a subject on behalf of themselves and others that agree with them.
- Demonstrate an ability to agree to disagree without any tension in the conversation.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Write a speech that effectively expresses a clear opinion.
- Research facts, data and evidence to support that opinion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual research to help students feel confident with their speech
- Group work so students can collaborate before speaking

<i>RESOURCES</i>

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit VIII Title: Recommendation Speech

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to use their public speaking skills and focus on tone and pitch. In this unit, students will recommend something that is special to them to the rest of the class. They will exercise their nonverbal communication skills in a way that makes their speech come across as appealing and affable.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- 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.
- 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.

SL.II.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.

SL.ES.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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Digital tools can be used during public speaking as a support and supplement for a thesis.
- Personality and individuality are important factors of making a strong speech

Unit Essential Questions:

- Why is it important that we take people's recommendations into consideration?
- How can being an unsupportive listener hurt someone's presentation or speech?

Knowledge and Skills:

Students will know...

- How to express their thoughts and opinions effectively without making it too casual
- Their opinions matter when it comes to speaking

Students will be able to...

- Effectively explain their thoughts and opinions without using emotional language
- Present a thought and an opinion in an appealing way.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- A public speaking presentation where students read a prepared speech that explains something special to them.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual preparation for speech
- Choice boards to create and edit before speech
- Rubric to use during speech

***RESOURCES*****Teacher Resources:**

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit IX Title: Intrapersonal Communication

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to self-reflect on their experience as a public speaker. They will deliver a series of short speeches that allow them to recognize, identify and reflect on their strengths and weaknesses as a public speaker.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

W.NW.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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections and Standards: Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Self-reflection is an important part of an individual's personal development and growth
- Self-awareness will allow students to understand themselves as public speakers

Unit Essential Questions:

- What are the benefits of looking at your past decisions?
- How easy or difficult is it to reflect on your past?

Knowledge and Skills:

Students will know...

- Self-reflection and self-awareness are integral parts of growth and development
- Revision and editing are important aspects of public speaking

Students will be able to...

- Write reflectively on their past speeches in an unemotional and non-judgmental manner
- Use their reflection to provide understanding and awareness of themselves for future speeches

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Written submission journal of self-reflection
- A speech about their experience in this class

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual preparation for speech
- Journals for writing on self-reflection
- Rubric to use during speech

RESOURCES

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board

UNIT OVERVIEW

Content Area: English

Unit X Title: Declamation

Target Course/Grade Level: Public Speaking - Grades 10-12

Unit Summary: Students will take these two weeks to read, practice and perfect the delivery of a monologue or speech written by someone else. They will take this time and opportunity to focus on the skills of public speaking itself without the worry of writing something original.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Unit Understandings:

Students will understand that...

- Volume, tone, pitch, rate are pertinent facts to a speech
- Rehearsing a speech before it's fully presented only enhances the speech itself

Unit Essential Questions:

- What are the advantages and disadvantages of reading someone else's speech?

Knowledge and Skills:

Students will know...

- How to manage their voice and utilize their non-verbal communication skills to present a speech written by someone else.

Students will be able to...

- Put their own original, creative spin on an original speech.
- Utilize skills learned throughout the course to help prepare for this final speech.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Practice a few lines from the speech in front of the class
- One on one coaching with teacher to ensure selected speech is the best choice for student
- Final presentation of speech

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Individual reading and practice of specific poem
- Coaching session with teacher and student

RESOURCES

- Ability to walk around the classroom and utilize space

Teacher Resources:

- Supplemental materials
- Student Chromebook

Equipment Needed:

- Smart Board