



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Public Speaking

Curriculum Development Timeline

School: Ocean Township High School

Course: Public Speaking

Department: English

Board Approval	Supervisor	Notes
August 2009	Jayne VanNosdall	Born Date
September 2012	Jayne VanNosdall	Revisions
July 2017	Valerie Sorce	Revisions
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Intro to Public Speaking	11	Public Speaking for the Business World
2	Intro to Public Speaking	12	Public Speaking for the Business World
3	Intro to Public Speaking	13	Public Speaking for the Business World
4	Intro to Public Speaking	14	Public Speaking for the Business World
5	Intro to Public Speaking	15	Public Speaking in the Media
6	Intro to Public Speaking	16	Public Speaking in the Media
7	Public Speaking in High School and College	17	Public Speaking in the Media
8	Public Speaking in High School and College	18	Public Speaking in the Media
9	Public Speaking in High School and College	19	Public Speaking in the Media
10	Public Speaking in High School and College	20	Public Speaking in the Media

Core Instructional & Supplemental Materials Including Various Levels of Texts

- Text: Public Speaking: An Audience-Centered Approach
 - “Improving Your Confidence” chapter packet
 - “Eye Contact” chapter packet
 - “How to Motivate Listeners” chapter packet

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- Text: Speech: Principles and Practice Merrill F. Frost
 - Communicating Values Packet
 - Other formal & informal speech prompts as well
- Text: 38 Basic Speech Experiences 10th Edition
 - Speech prompts
- Articles:
 - “Why Gen-Y Johnny Can’t Read Nonverbal Cues” By MARK BAUERLEIN
 - Logos, Ethos, Pathos mini-lesson: “The Devastating Consequences of Distracted Driving” by Zoe Franklin
 - “Building Effective Interpersonal Communication Skills: Self-Assessment Exercise”
 - Debate Unit fact sheets generated from scholarly articles on OTHS Library Databases, namely SIRS

Time Frame	6 Weeks
Topic	
Intro to Public Speaking	
Alignment to 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	

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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.

SL.II.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.

SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.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.

SL.UM.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.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Objectives and Activities

SWBAT answer the following questions:

- What will a student gain from studying public speaking?
- What is the importance of oral communication?

SWBAT demonstrate understanding of the following:

- Through studying public speaking, a student will demonstrate confidence when speaking before a group or when conversing in a casual manner. Oral discussion helps to build connections to others and create opportunities for learning.
- Effective speaking is a skill applicable to all areas of everyday and professional life.
- Students will discover that oral language is a tool for communicating, thinking and learning.
- Students will demonstrate confidence when speaking before a group or when conversing in a casual atmosphere.
- Students will be able to deliver speeches for personal expression, persuasion and entertainment. Students will evaluate speeches using a clearly defined rubric.
- Students will use the voice as a communication tool.
- Students will begin to refine and develop articulation and vocabulary for effective speaking.

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Learning Activities:

1. Introductions
2. The Shoebox Exercise: Place 5 objects in a shoebox and tell the story behind them.
3. The Toast: for a wedding, birthday, anniversary graduation, new job, etc.
4. The Acceptance Speech (brief): Create your own award and write a short acceptance speech.
5. Sell a Product (brief): Present a short advertisement, to be videotaped if possible.
6. Pet Peeve Speech: written and performed from a manuscript
7. Impromptu Speech: The Fortune Cookie Speech
8. The How-To Speech: Demonstration

Assessments

Formative:

- Student evaluation of sample speeches
- Peer critique conferences
- Vocabulary assessments

Summative:

- Various public speaking assignments scored using rubrics and student-generated criteria charts.

Alternative:

- Teacher-student conferences
- Observation of class discussion

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

Technology Integration

Digital Video Recording/Sharing of Speech Activities:

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COURSE Public Speaking

Students will use web-based resources in order to investigate, create, and manipulate digital media. Students will consider the appropriateness of the digital tool for the task.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.

Time Frame	4 Weeks
Topic	
Public Speaking in High School and College	
Alignment to 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. SL.II.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. SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and	

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DEPARTMENT English

COURSE Public Speaking

rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.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.

SL.UM.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.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does a public speaking course help a student prepare for high school and college?
- Does public speaking enhance a student's writing and thinking skills?

SWBAT demonstrate understanding of the following:

- Secondary and post-secondary courses often require oral presentations, and public speaking experience will develop self-confidence, good judgment and imagination in the student.
- Public Speaking will prepare the student for a college interview by instilling confidence and improving overall articulation and vocabulary.
- Speeches must be well-researched, logical and organized. The speaker must organize large quantities of material into concise, cogent paragraphs which include an introduction, body, and conclusion.
- Students will learn how to research, organize, and prepare a speech for presentation.
- Students will develop the ability to deliver a variety of speeches including: persuasive, informative, personal or narrative, and acceptance.
- Students will be able to use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition and transitional words and phrases).
- Students will be able to select and use precise words to maintain an appropriate tone and clarify ideas in written communication.
- Students will improve word choice by focusing on rhetorical devices e.g., puns, parallelism, allusion, alliteration).
- Students will demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation).
- Students will use a rubric to self-assess and improve.

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COURSE Public Speaking

Learning Activities:

- The job and/or college interview
- The persuasive speech
- The informative speech
- Motivational speaking
- Fielding questions

Assessments

Formative:

- Student evaluation of sample speeches
- Peer critique conferences
- Vocabulary assessments

Alternative:

- Teacher-student conferences
- Observation of class discussion

Summative Assessment:

- Rubric based assessment of students' speeches
- The instructor will grade all manuscripts for content and delivery.

Interdisciplinary Connections

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).

Technology Integration

Digital Video Recording/Sharing of Speech Activities:

Students will use web-based resources in order to investigate, create, and manipulate digital media. Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

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DEPARTMENT English

COURSE Public Speaking

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.

Time Frame	4 Weeks
Topic	
Public Speaking for the Business World	
Alignment to 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. SL.II.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. SL.ES.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.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. SL.UM.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	

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COURSE Public Speaking

evidence and to add interest.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do public speaking skills enhance one's career?
- How do professionals in the business world use public speaking techniques to persuade and inform?
- What are the elements of an effective presentation?

SWBAT demonstrate understanding of the following:

- Virtually all careers involve public speaking whether it be on the interpersonal level or on a larger group level.
- An effective speaker and listener is a more productive worker. Public speaking skills can enable one to conduct meetings, moderate discussions, market products and services and work in personnel departments.
- Good public speakers can become lawyers, negotiators, social workers, teachers, entrepreneurs, and many other things.
- Students will support, modify, or refute a position in small or large group discussions.
- Students will assume leadership roles in student-directed discussions, projects, and forums.
- Students will summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- Students will ask prepared and follow-up questions in interviews and other discussions.
- Students will analyze, evaluate and modify group processes.
- Students will respond to audience questions by providing clarification, illustration, definition and elaboration.
- Students will participate in panel discussions, symposiums and/or business meetings (e.g. explore a question and consider perspectives).
- Students will paraphrase comments presented orally by others to clarify viewpoints.
- Students will demonstrate effective delivery strategies (e.g. eye contact, body language, volume, intonation and articulation) when speaking.
- Students will modify oral communications through sensing audience confusion and make impromptu revisions in oral presentation (e.g. summarizing, restating, adding illustrations/details).
- Students will use a rubric to self-assess and improve oral presentations.

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Learning Activities:

1. The Career Interview
2. The Presentation (of a new product, idea, or an appeal for funding for a project).
3. The Cold Call (extemporaneous) to market a new product or service.
4. The Panel Discussion
5. Motivational Speaking
6. Fielding Questions

Assessments

Formative:

- Student evaluation of sample speeches
- Peer critique conferences
- Vocabulary assessments

Alternative:

- Teacher-student conferences
- Observation of class discussion

Summative:

- Rubric based assessment of students' speeches

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills

Technology Integration

Research Project: Careers in Public Speaking

Students will access and assess digital resources to conduct research and

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investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

Time Frame	6 Weeks
Topic	
Public Speaking in the Media	
Alignment to 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. SL.II.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. SL.ES.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and	

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SL.UM.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.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Objectives and Activities

SWBAT answer the following questions:

- Can a person make a career of public speaking?
- How does a speaker communicate so others will listen and understand the message?

SWBAT demonstrate understanding of the following:

- There are a variety of careers in public speaking including politics, television, radio and motivational speaking.
- A speaker selects a theme and organizational pattern based on the audience and purpose.
- Oral language is a tool for communicating, thinking, and learning.
- Students will support, modify, or refute a position in small group discussions.
- Summarize and evaluate researched material.
- Ask prepared and follow-up questions in interviews and discussions.
- Analyze and evaluate current events.
- Critically question the viewpoint or position of a public figure.
- Participate in panel discussions.
- Paraphrase comments presented orally by others to clarify viewpoints.
- Use a variety of organizational strategies.
- Demonstrate effective delivery strategies.
- Use a rubric to self-assess and improve oral presentations.

Learning Activities:

- The Movie/Television Review
- The News/Special Interest Story
- The News Interview
- Research Project: Careers in Public Speaking in Media

Assessments

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Formative:

- Student evaluation of sample speeches
- Peer critique conferences
- Vocabulary assessments

Alternative:

- Teacher-student conferences
- Observation of class discussion

Summative:

- Research Essay on Careers in Public Speaking
- Rubric based assessment of students' speeches

Benchmark:

- Update digital portfolio with evidence of growth and reflection throughout the course

Interdisciplinary Connections

Movie/Television Review:

1.4.12prof.Cr1a: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills

Research on Careers in Public Speaking in the Media

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

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- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

