

Rumson-Fair Haven Regional High School

Course: *Dynamic Public Speaking*

Staff Writers: Jessica Mentzel, Alexis Marinov

Supervisor: Suzanne Crowley

Board Approval: August 2025

Section I: Course Description

Dynamic Public Speaking is a semester elective that fosters skills essential for success in any academic, social, and professional context; promoting confidence in public speaking and the development of successful presentation techniques will be the focus of the course.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. **2023 New Jersey Student Learning Standards English Language Arts:**
 - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages.
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**

- o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
- 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
- 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
- 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
- 9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- 10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Dynamic Public Speaking* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual learners, gifted students, students not at grade level proficiency and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Dynamic Public Speaking* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Course Title: <i>Dynamic Public Speaking</i>		Grade Level: 9-12
Unit I: Introduction to Narrative Speech	Weeks 1-4	
Unit II: Refining Presentation: Techniques and Tactics	Weeks 5-6	
Unit III: Harnessing Emotion	Weeks 7-11	
Unit IV: The Art of Persuasion and Debate	Weeks 12-16	
Unit V: Capstone Project	Weeks 17-20	

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Dynamic Public Speaking*:

- Google Classroom
- Common Sense Education (www.commonsense.org)
- [TED talks](#)
- [Facing History and Ourselves](#)
- YouTube Clips
- Excerpts from *Talk Like TED* by Carmine Gallo

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Dynamic Public Speaking* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Dynamic Public Speaking* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *Dynamic Public Speaking* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Dynamic Public Speaking* curriculum by the *Dynamic Public Speaking* instructional team:

Unit I: Introduction to Narrative Speech
Unit Summary
In this unit, students will learn to arrange a story to include exposition, rising action, climax, and denouement. Students will become familiar with basic tenets of public speaking, including stance, vocal tone, and volume control. In a culminating activity, students will compose, revise, and perform a narrative speech introducing themselves to the class. Students will write and revise a narrative speech that contains exposition, rising action, climax, and denouement, practice and perform an introductory speech reflecting on a meaningful experience, and reflect upon their use of stance, vocal tone, and volume control.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Dynamic Public Speaking</i> :

<ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 ○ Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.AA.11–12.7, RI.CT.11–12.8 ○ Writing: W.NW.11–12.3, W.WP.11–12.4, W.SE.11–12.6, W.RW.11–12.7 ○ Speaking/Listening: SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.DA.1, 8.2.12.DA.5 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How can effective public speaking affect others' view of a person? ● How can a compelling personal narrative be created? ● *How can stories from the past shape people? ● How can a speaker successfully use story structure to build their narrative speech? 		<ul style="list-style-type: none"> ● Effective public speaking can help a speaker present themselves to others in the way the speaker hopes to be seen. ● Story structures can help writers frame personal narratives to be compelling and meaningful. ● *Stories from the past can give people insight into how they act and feel in the present. ● Speakers can craft a narrative speech by using story structure, including: Attention grabber, Exposition, Complication/Conflict, Rising Action, Climax, Denouement
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Improvised performance games ● Narrative speech drafts and outlines ● Journals ● Reflections ● Peer Feedback ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Narrative Speech 	<ul style="list-style-type: none"> ● Teacher-supplied narrative models ● Student-selected narrative models ● Student-generated drafts

Unit II: Refining Presentation: Techniques and Tactics	
Unit Summary	
<p>In this unit, students will learn public speaking terminology and practice control of register, timbre, prosody, pace, pitch, and volume. Students will practice a purposeful stance and body movement. Students will learn to identify and mitigate typical patterns of mistakes in public speaking. In addition, students will analyze public speaking models and reenact a model in pursuit of perfecting control of voice and posture.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Dynamic Public Speaking</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 ○ Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.AA.11–12.7, RI.CT.11–12.8 ○ Writing: W.AW.11–12.1, W.IW.11–12.2, W.NW.11–12.3, W.WP.11–12.4, W.SE.11–12.6, W.RW.11–12.7 ○ Speaking/Listening: SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.DA.1, 8.2.12.DA.5 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What core techniques create compelling public speakers? 	<ul style="list-style-type: none"> ● To improve public speaking, one must practice controlling register, timbre, prosody, pace, pitch, and volume in addition to body language.

<ul style="list-style-type: none"> • What can be learned from famous public speakers of the past? • How can body language affect the audience? • Why is it important to recognize common public speaking mistakes? 	<ul style="list-style-type: none"> • By analyzing public speakers of the past, students can improve their own public speaking personas while incorporating others' techniques. • To affect others through body language, one must control stance and movement. • By identifying and analyzing typical public speaking mistakes, like a lack of eye contact or volume, students can seek to avoid those mistakes.
---	---

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Improvised performance games • Analysis of public speaking models • Journals • Reflections • Peer Feedback • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Analysis of Public Speaking Models • Reenactment of Public Speaking Models 	Resources Needed: <ul style="list-style-type: none"> • <i>How to Speak So That People Want to Listen</i> by Julian Treasure • <i>Your Body Language May Shape Who You Are</i>, Ted Talk by Amy Cuddy • Student-selected public speaking models
---	---	--

Unit III: Harnessing Emotion

Unit Summary

In this unit, students will explore methods and purposes of emphasizing emotion during speech, along with tactics for controlling unwanted emotions such as fear or anxiety while public speaking. Students will explore the relationship between passion and purpose while analyzing public speaking models. In addition, students will explore the changing nature of public speaking in the age of technology. Students will also practice voice modulation, volume, and stances while conducting improvised public speaking exercises, and analyze emotional markers in people's faces and body language

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Dynamic Public Speaking*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
 - Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.AA.11–12.7, RI.CT.11–12.8, RL.IT.11–12.3
 - Writing: W.AW.11–12.1, W.NW.11–12.3, W.WP.11–12.4, W.SE.11–12.6, W.RW.11–12.7
 - Speaking/Listening: SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.DA.1, 8.2.12.DA.5 and 8.2.12.ETW.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions

- How can emotion be harnessed and controlled to captivate audiences while public speaking?
- What techniques can be used to control unwanted emotions, such as stage fright, while public speaking?
- *How can identity and passion be portrayed while speaking publicly?

Unit Enduring Understandings

- By carefully tying emotional markers to public speaking goals, individuals can motivate their audience through pathos.
- Preparation and practice are among the most effective methods for controlling unwanted emotions while public speaking.
- *Carefully controlled emotional markers can help public speakers effectively convey their identity and passion.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Improvised performance games • Analysis of public speaking models • Journals 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Passion Project • Celebratory Speech 	Resources Needed: <ul style="list-style-type: none"> • <i>How Dare You</i> by Greta Thunberg • <i>Can't Wait</i> by Bart Scott • Student-selected models
--	---	--

<ul style="list-style-type: none"> ● Reflections ● Peer Feedback ● Individual student check-ins with teacher 		
---	--	--

Unit IV: The Art of Persuasion and Debate

Unit Summary

In this unit, students will analyze model persuasive speeches. Students will explore the importance of creating and supporting passionate contestable claims and write and edit their persuasive argument, exploring their passions. As a culminating activity, students will perform their speeches, offer constructive criticism to peers, and reflect on the experience of delivering a persuasive argument. In addition, students will learn about formal debates. Before engaging in their debates, students will analyze historical moments when logical fallacies and propaganda swayed the public to avoid fallacies within their debates. Students will then research contemporary issues of their choosing, identify and analyze reliable sources during research, and conduct improvised debates in preparation for a formal debate on an assigned topic. Students will be responsible for researching and preparing for their debate in advance.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Dynamic Public Speaking*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
 - Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.AA.11–12.7, RI.CT.11–12.8, RL.IT.11–12.3
 - Writing: W.AW.11–12.1, W.WP.11–12.4, W.SE.11–12.6, W.RW.11–12.7
 - Speaking/Listening: SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.DA.1, 8.2.12.DA.5, 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions

- *How did Civil Rights era speakers inspire change?
- What elements help create effective persuasive arguments?
- Why is it important to carefully vet information throughout the research process?
- How can editing help perfect speech-making?
- *Why is it important to identify logical fallacies?
- Why is it important to avoid logical fallacies in constructing one's own arguments?
- What tactics help individuals win debates?
- When researching, what tactics can help individuals find trustworthy information?

Unit Enduring Understandings

- *Civil Rights era speakers captivated audiences through passionate, carefully crafted speeches that still inspire audiences today.
- Public speakers are often most compelling when they are passionate about their persuasive arguments.
- Particularly when conducting online research, one needs to vet and fact-check all sources in order to ensure factual information is not misleading, in order to prevent the spread of false information.
- When editing speeches, one must edit the written text and the performance itself, preferably with feedback from others, to ensure all elements come together to effectively persuade audiences.
- *By identifying logical fallacies, one can avoid being persuaded by untrue ideas.
- By identifying logical fallacies, one can construct trustworthy arguments in good faith.
- *Propaganda can become dangerous to the public when propaganda is used to deny historical truth.
- Careful preparation, practice, along with control of body language and voice, help speakers win debates.
- Cross-checking, close reading, and identifying logical fallacies can help individuals identify untrustworthy sources while researching.

Evidence of Learning

Formative & Alternative Assessments:

- Improvised performance games
- Journals
- Analysis of public speaking models

Benchmark & Summative Assessments:

- Persuasive speech
- Formal debate

Resources Needed:

- [*The Secret Structure of Great Talks*](#) by Nancy Duarte
- *[*I Have a Dream*](#) by Martin Luther King
- *[*On Violence and Revolution*](#) by Angela Davis

<ul style="list-style-type: none"> ● Research ● Reflections ● Persuasive speech drafts and outlines ● Debate prep ● Peer Feedback ● Individual student check-ins with teacher 		<ul style="list-style-type: none"> ● *Testimony at DNC by Fannie Lou Hamer ● *I Am Not Your Negro by James Baldwin ● *Our God is Marching On by Martin Luther King ● *Facing History and Ourselves
---	--	--

Unit V: Capstone Project

Unit Summary

In this unit, students will refine their public speaking techniques with attention to all areas identified throughout this course, including harnessing emotion and utilizing the vocal toolbox effectively. In a culminating activity, students will reflect and review the lessons of previous units in an attempt to prepare for their future public speaking endeavors. Students will identify one type of public speaking (narrative speech, persuasive speech, etc.) to revisit and improve based on their reflections. Students will then write and revise a speech based on reflection of past performance, practice, and perform a final speech, and reflect upon their progress and future goals in the category of public speaking.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Dynamic Public Speaking*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
 - Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.AA.11–12.7, RI.CT.11–12.8
 - Writing: W.NW.11–12.3, W.WP.11–12.4, W.SE.11–12.6, W.RW.11–12.7
 - Speaking/Listening: SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.DA.1, 8.2.12.DA.5, 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions

- How can effective public speaking affect others' view of a person?
- How can emotion be harnessed and controlled to captivate audiences while public speaking?
- How can editing help perfect speech-making?
- How can reflecting on past speech writing and performances help improve practice?
- Where are real-world opportunities to participate in public speaking?

Unit Enduring Understandings

- Effective public speaking can help a speaker present themselves to others in the way the speaker hopes to be seen.
- By carefully tying emotional markers to public speaking goals, individuals can motivate their audience through pathos.
- When editing speeches, one must edit the written text and the performance itself, preferably with feedback from others, in order to ensure all elements come together to effectively communicate with audiences.
- Revisiting past speeches can help inform areas in need of improvement, as well as strengths to continue building as we craft new speeches.
- Students will research and learn audience, environment, and logistical information to participate in real-world public speaking situations.

Evidence of Learning

Formative & Alternative Assessments:

- Improvised performance games
- Speech rewrite
- Final Speech drafts and outlines
- Journals
- Peer Feedback
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Final speech performance
- Capstone folder

Resources Needed:

- Student portfolios for reflection on previous speeches
- Capstone project parameters guide

Section IX: Unit Reflection

The *Dynamic Public Speaking* instructional team must confer upon the completion of each instructional unit in the *Dynamic Public Speaking* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Dynamic Public Speaking* curriculum.

Unit Reflection Form: <i>Dynamic Public Speaking</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)