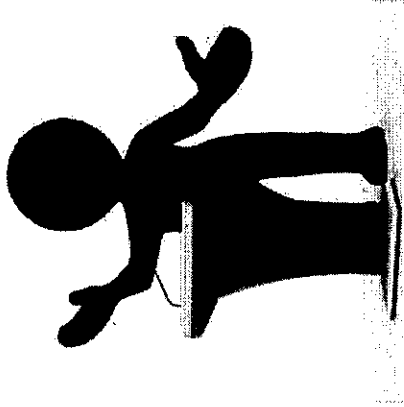


Secaucus
Board of
Education

Public Speaking
Course Code: 1523
English Language Arts Literacy



Born on November 2016

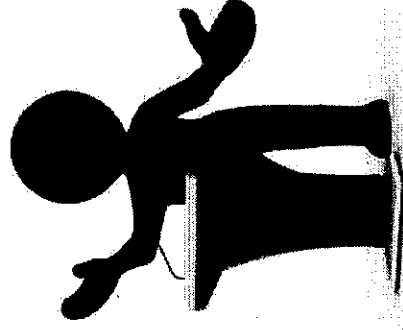
Aligned to the NJSL-ELA adopted 2016

Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014

Adopted by the Secaucus Board of Education on December 22, 2016

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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Course Description

While emphasizing the importance and power of being able to speak in front of groups of all sizes, the public speaking course stresses three objectives: preparing students for civic life, respecting the diversity of the contemporary audience, and sensitizing students to the ethical impact of their words on others. Students are required to organize their thoughts, be attuned to the needs of listeners, select and combine words artfully and judiciously, and express themselves with power and conviction. Students will learn how to listen critically and constructively, analyze their audience, select, refine, and research speech topics, develop supporting materials, arrange these materials into appropriate structures, outline their thinking, and create effective presentation aids. Students will also learn how to manage words and present their messages effectively.

Interdisciplinary Connections

- ✓ Graphic Design
- ✓ Photography
- ✓ Music
- ✓ Art
- ✓ Mass Media
- ✓ Politics
- ✓ Science

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed

- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit</p>	<p>Introduction to Public Speaking, Self and Others</p>			
<p>Timing:</p>	<p>Approximately 3-4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.</p>			
<p>Standards:</p>	<p>New Jersey Student Learning Standards</p>			
	<p>Reading</p>	<p>Writing</p>	<p>Speaking/Listening</p>	<p>Language</p>
<p>RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10</p>	<p>W.9-10.2.D W.9-10.3.A,B,C,D,E W.9-10.10</p>	<p>SL.9-10.1.A,B,C,D SL.9-10.3 SL.9-10.6</p>	<p>L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3. L.9- 10.4.A,B,C,D L.9-10.5.A,B L.9-10.6</p>
<p>RL.11-12.4 RL.11-12.5 RL.11-12.10</p>	<p>RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10</p>	<p>W.11-12.2.D W.11-12.3.A,B,C,D,E W.11-12.10</p>	<p>SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6</p>	<p>L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3. L.11- 12.4.A,B,C,D L.11-12.5.A,B L.11-12.6</p>
<p>Technology</p>	<p>8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</p>			
<p>Career Ready Practices:</p>	<p>CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p>			

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • How does the tone and pitch of a public speaker's voice affect the meaning of the speech? • What determines proper projection? • How does the rate of a speech affect the delivery? • What do good speakers sound like? • How is spoken language different from written language? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Communicate clearly, effectively, and respectfully in a variety of types of speeches and written assignments. ❖ Understand and practice all the stages of the speech-making process (focusing a topic, developing main points and evidence, using transitions, organizing, drafting, revising, editing, and delivering). ❖ Understand various ethical issues related to the speechmaking process. ❖ Adapt speeches based on an analysis of audience and the speaking situation. ❖ Develop a research plan, locate and evaluate source material, integrate material into speeches, and cite research appropriately. Execute effective oral arguments using logical, emotional, and credibility-based appeals. ❖ Provide and accept feedback from peer reviews to improve oral communication. ❖ Critically analyze and evaluate both peer and professional speeches. ❖ Learn and utilize principles of effective listening as both speaker and audience. ❖ Gain increased confidence in ability to speak in public, as evidenced by decreased anxiety and improved physical and vocal delivery. ❖ Incorporate effective audiovisual materials in speeches when appropriate 	<p>Students can be given a questionnaire the first week of class. This will serve the purpose to get students opinions about certain matters concerning their age bracket. The students can write down responses to the questions posed and then can discuss aloud in class.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Daily Do Now- Students will come into class and pick a topic randomly out of a hat. The students will have to prepare a short, 30 sec to 1-minute speech on their topic. Completing this task everyday will help the students get comfort. • Create and give their first speech (1-2 minute speech; extemporaneous style). To ease the students into the process options are available including: Introductory- introduce him/herself to class <ol style="list-style-type: none"> 1) Favorite Person- describes favorite person whether living or deceased 2) What happened the day I was born- highlight of some major, social, cultural or political event that occurred

<ul style="list-style-type: none"> • What is a "complete" thought? • How does storytelling inform and enrich our lives? 	<p>on their date of birth.</p> <p>3) Memorize favorite speech- this can be a speech from a movie, social media, political or historical event, etc. The student needs to be able to recite speech with proper tone and diction.</p> <ul style="list-style-type: none"> • Generate their own personal questionnaire privy to a topic they want to discuss. This activity will be ongoing until all students have completed assignment. This assignment may extend through different marking periods depending on teacher's style. The students will have to pick a current topic. Once they have their chosen topic the students must create a survey either typed or web-based (survey monkey) to poll other students within the class their opinions on the matter. After doing such the student will take the teacher role in class and lead discussion and debate on their topic. • Prepare a speech using visual aids and presentation software (PowerPoint)- Students should be taken to the computer lab on occasion to ensure their understanding of creation of a PowerPoint presentation and what it's use is while giving a speech. The students will learn the basics of the visual
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		<p>aid and why specifically it is called an “aid”</p> <ul style="list-style-type: none"> • Engage and participate in classroom discussions and debates
<p>Assessments:</p> <p>Prepare and deliver a variety of speeches including extemporaneous styles as well as prepared informative, persuasive, and ceremonial.</p> <p>Peer-evaluate to give constructive criticism.</p> <p>Classroom debates and discussions</p> <p>Daily speaking and/or writing tasks</p> <p>Tests and quizzes</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Podium</p> <p>Instructional handouts</p> <p>Virtual textbook</p> <p>Osborn and Osborn text</p>	<p>Resources:</p> <p>The Public Speaking Project</p> <p>Everything I Know About Presentations, I Learned in Theatre School</p> <p>Confessions of a Public Speaker video</p> <p>The Toastmaster's Podcast</p> <p>Public Speaking: How I Prepare Every Time-Tim Ferriss video</p> <p>TED Talks</p>

Speeches																																																																					
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<ul style="list-style-type: none"> • How do we overcome the fear of giving an extemporaneous speech? • What is the importance of tone, mood and purpose? • What is the difference between ethical and unethical? • How does the tone and pitch of a public speaker's voice affect the meaning of the speech? • What determines proper projection? • How does the rate of a speech affect the delivery? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Utilize the techniques learned and apply them to the development and delivery of their own speeches. ❖ Analyze video clips of speeches and identify which type of speech it is. ❖ Identify audience and purpose in order to choose the proper way to approach their topic. ❖ Determine the difference between ethical and unethical approaches ❖ Communicate clearly, effectively, and respectfully in a variety of types of speeches and written assignments. ❖ Understand and practice all the stages of the speech-making process (focusing a topic, developing main points and evidence, using transitions, organizing, drafting, revising, editing, and delivering). ❖ Understand various ethical issues related to the speechmaking process. ❖ Adapt speeches based on an analysis of audience and the speaking situation. ❖ Develop a research plan, locate and evaluate source material, integrate material into speeches, and cite research appropriately. Execute effective oral arguments using logical, emotional, and credibility-based appeals. ❖ Provide and accept feedback from peer reviews to improve oral communication. ❖ Critically analyze and evaluate both peer and professional speeches. ❖ Learn and utilize principles of effective listening as both 	<p>To assist in meeting this standard, students may:</p> <p>Informative Speeches-</p> <ul style="list-style-type: none"> • Students will be given a choice from complex or abstract topics in which they will have to research and prepare a speech for. • Teacher can ask the students for a current hobby ie. Skate boarding, card collection, sport, instrument, etc. Once the student has come up with their hobby the teacher will ask the student to write briefly the key components of maintaining this hobby. For example: what is important when skate boarding? Keeping your balance, knowing your body movements, wearing protection, etc. After writing the students will read their examples aloud. In doing so modeling how to inform another on their topic. • <u>Quotations Response Speech</u> <p>Argumentative/Persuasive Speeches-</p> <ul style="list-style-type: none"> • Mock trial- Depending on the size of the class the teacher will split students into groups. Using topics the class generated previous to the assignment the groups will pick out of a hat. Using their topic the students will create a mock trial. Participating in this assignment will serve the purpose of demonstrating the importance of a speech. When giving such an important speech such as a closing
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<ul style="list-style-type: none"> • What do good speakers sound like? • How is spoken language different from written language? • What is a "complete" thought? • How does storytelling inform and enrich our lives? 	<p>speaker and audience.</p> <ul style="list-style-type: none"> ❖ Gain increased confidence in ability to speak in public, as evidenced by decreased anxiety and improved physical and vocal delivery. ❖ Incorporate effective audiovisual materials in speeches when appropriate 	<p>statement in a court case many factors are taken into account.</p> <ul style="list-style-type: none"> • As a project grade students will generate a product they are trying to sell on the market. Before assigning this project it is recommended that the teacher show an episode or two from the hit series <i>Shark Tank</i>. Based on teacher's preference a list of requirements and instructions should be given to students. Once the written part is complete the final stage of the project is for the students to give a presentation to a judge's panel (probably best to use other teachers or administration- if possible get finance and business teachers). Their job is to persuade the judges to buy a share into their product. • <u>Either/Or Speech</u> <p>Commencement Speeches-</p> <ul style="list-style-type: none"> • Students will be told that at the end of the marking period they will be asked to give a speech about the class. To commemorate their time with each other and what they have learned and adjusted to. Creating this speech will give all the students the opportunity to reminisce about a particular time usually only made available to class presidents, valedictorian, salutatorian, etc. • Find a speech- for this activity, students will have to research movies and TV shows for ceremonial speeches. They will have to supply the class with video clips of the
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		speech and what its purpose was.
<p>Assessments:</p> <p>Prepare and deliver a variety of speeches including extemporaneous styles as well as prepared informative, persuasive, and ceremonial.</p> <p>Peer-evaluate to give constructive criticism.</p> <p>Classroom debates and discussions</p> <p>Daily speaking and/or writing tasks</p> <p>Tests and quizzes</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Podium</p> <p>Instructional handouts</p> <p>Virtual textbook</p> <p>Phillips, Hicks & Springer- Basic Debate text</p>	<p>Resources:</p> <p><u>The Public Speaking Project</u></p> <p><u>Everything I Know About Presentations, I Learned in Theatre School</u></p> <p><u>Confessions of a Public Speaker video</u></p> <p><u>The Toastmaster's Podcast</u></p> <p><u>Public Speaking: How I Prepare Every Time- Tim Ferriss video</u></p> <p><u>TED Talks</u></p>

Unit	Propaganda			
Timing:	Approximately 4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading	Writing	Speaking/Listening	Language
RL.9-10.4	RI.9-10.3	W.9-10.2.D	SL.9-10.1.A,B,C,D	L.9-10.1.A,B
RL.9-10.5	RI.9-10.4	W.9-10.3.A,B,C,D,E	SL.9-10.3	L.9-10.2.A,B,C
RL.9-10.10	RI.9-10.5	W.9-10.10	SL.9-10.6	L.9-10.3.
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RL.11-12.5	RI.11-12.3	W.11-12.3.A,B,C,D,E	SL.11-12.3	L.9-10.5.A,B
RL.11-12.10	RI.11-12.4	W.11-12.10	SL.11-12.6	L.9-10.6
	RI.11-12.5			L.11-12.1.A,B
	RI.11-12.6			L.11-12.2.A,B,C
	RI.11-12.10			L.11-12.3.
Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			L.11-
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			12.4.A,B,C,D
				L.11-12.5.A,B
				L.11-12.6
Essential Questions: Objectives:	Activities, Investigation, and Student Experiences:			

<ul style="list-style-type: none"> • What is propaganda? • What are the different types of propaganda and their purpose? • How do we develop a claim and counterclaim? • What is the difference between delineating and evaluating an argument? • How is spoken language different from written language? • What is a "complete" thought? • How does storytelling inform and enrich our lives? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Determine and understand the type of propaganda in use and its purpose ❖ Be able to develop claims using evidence from text/visual aids for support ❖ Analyze an argument for specific claims and assess whether those claims are valid and relevant. ❖ Communicate clearly, effectively, and respectfully in a variety of types of speeches and written assignments. ❖ Understand and practice all the stages of the speech-making process (focusing a topic, developing main points and evidence, using transitions, organizing, drafting, revising, editing, and delivering). ❖ Understand various ethical issues related to the speechmaking process. ❖ Adapt speeches based on an analysis of audience and the speaking situation. ❖ Develop a research plan, locate and evaluate source material, integrate material into speeches, and cite research appropriately. Execute effective oral arguments using logical, emotional, and credibility-based appeals. ❖ Provide and accept feedback from peer reviews to improve oral communication. ❖ Critically analyze and evaluate both peer and professional speeches. ❖ Learn and utilize principles of effective listening as both speaker and audience. ❖ Gain increased confidence in ability to speak in public, as evidenced by decreased anxiety and improved physical and vocal delivery. 	<p>To assist in meeting this standard, students may:</p> <p>Students will be given a short story (teachers may use any story listed below or find their own):</p> <ul style="list-style-type: none"> • "A Sound of Thunder" by Ray Bradbury • "A Mother's Tale" By James Agee • "The Star" by Arthur C. Clarke • "The Weapon Shop" by A. E. Van Vogt <p>After reading the story the students will be able to determine the propaganda and its purpose. They should be able to discuss. Taking this assignment to another level the teacher can send the students home to find non-print media that exemplifies the same or similar propaganda. The students would have to then produce a written explanation and understanding of the two different forms; explaining the similarities and differences. (Variations of this lesson can be created. Teachers can split students in groups, work individually, or provide different stories)</p> <p>Students will watch different infomercials for ideas to begin. Depending on teacher's preference the students can work in groups or individually on creating their own infomercial. The students will have to videotape themselves and present it to the rest of the class for a project grade.</p>
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	<p>❖ Incorporate effective audiovisual materials in speeches when appropriate</p>	
<p>Assessments:</p> <p>Prepare and deliver a variety of speeches including extemporaneous styles as well as prepared informative, persuasive, and ceremonial.</p> <p>Peer-evaluate to give constructive criticism.</p> <p>Classroom debates and discussions</p> <p>Daily speaking and/or writing tasks</p> <p>Tests and quizzes</p>	<p>Materials:</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Podium</p> <p>Instructional handouts</p> <p>Virtual textbook</p> <p>Osborn and Osborn text</p>	<p>Resources:</p> <p>The Public Speaking Project</p> <p>Everything I Know About Presentations, I Learned in Theatre School</p> <p>Confessions of a Public Speaker video</p> <p>The Toastmaster's Podcast</p> <p>Public Speaking: How I Prepare Every Time- Tim Ferriss video</p> <p>TED Talks</p>

