

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Public Speaking and Debate	Grade Level(s): 9, 10, 11, 12
Department: Visual and Performing Arts	Credits: 6
BOE Adoption Date: August 1998	Revision Date(s): October 2019

ABSTRACT

Public Speaking & Debate aims to develop student skills, confidence, and expertise in the areas of oral presentation and competitive debate in and outside of the classroom in the form of Model Congress and *NJ Dramatic and Forensic League* competitions.

Students have the opportunity to participate in pro-active and hands-on units such as the *Paper Bag Speech*, *Word Wars*, *Model Congress*, *Impromptu & Interpretative Speaking*, *Bomb Shelter Role Play*, *Lincoln Douglas Debate*, and the *Two-Minute Pitch*. Units emphasize preparation, research, debate, critical thinking, creative thinking, information analysis, synthesis, inquiry, evaluation, decision-making, rhetoric and creative performance to deliver effective speeches and powerful debate.

Students will study and apply *The Gettysburg Address by Abe Lincoln*, *Parliamentary Procedure (Robert's Rules of Order)*, *the Declaration of Independence and the U.S. Constitution* (with focus on the *Bill of Rights* (Amendments 1 to 10)), *Elements and Structure for Creation of an Effective Speech*.

Also, an emphasis will be placed upon preparation and structure of a speech and debate, delivery, vocal control, pitch, oral interpretation of material, and the use of technology to enhance speeches and debates in order to communicate effectively and powerfully to the audience.

In addition to classroom tasks, students will have the opportunity to test their public speaking & debate skills in extra-curricular activities such as *Debate Club* where students are given the opportunity to audition to be member of Kingsway's Model Congress delegation to *Princeton Model Congress* and *NJ Model Congress* and competitive events in the *NJ Dramatic & Forensic League* tournaments.

Finally, a senior who has shown passion, expertise, and rigor in his/her research, preparation, and performances of public speaking and debate tasks, events, and competitions will have the opportunity to be awarded the *John J. Adams, Esq. Memorial Scholarship*.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLs).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Public Speaking & Debate

Prerequisite(s): Passion to Publicly Speak & Debate

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: PAPER BAG SPEECH</p>	<p>4 weeks</p> <p>September – weeks 1 to 4 (ongoing to improve skills, as needed)</p>	<p>Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i></p> <p>Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i></p> <p>Critical Thinking and Problem Solving NJSLS-CPR4, NJSLS-CPR5, NJSLS-CPR6, NJSLS-CPR7, NJSLS-CPR8, NJSLS-CPR11, NJSLS-CPR12</p> <p>Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1</p>	<p>The students will learn the necessity of preparation to understand and apply meaning behind the spoken word. They will choose five (5) items that define them as individuals in a prepared, supported, and cohesive two to three-minute speech before peers.</p>	<p>Students will</p> <ul style="list-style-type: none"> • establish an earnest work ethic, professional behavior, and positive communication with audience in a prepared speech. • learn and utilize terminology germane to public speaking and debate. • learn and apply public speaking techniques. • critically think, create, perform, and communicate in a public setting with preparation. • think on their feet to prepare and perform a coherent, rational, and connected speech. • show ability to listen to constructive comments regarding speech and respond to questions from audience. • show a mastery of speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (Model Congress and <i>NJ Drama & Forensic League</i>). • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>NATIONAL CORE ARTS STANDARDS</p> <p>Creating (CR) TH: TCr1.1.1. TH:Cr1.1.2. TH:Cr1.1.3. TH:Cr2-1. TH:Cr2-2. TH:Cr2-3. TH:Cr3.1.1. TH:Cr3.1.2. TH:Cr3.1.3.</p> <p>Performing (PR) TH:Pr4.1.1. TH:Pr4.1.2. TH:Pr4.1.3. TH:Pr5.1.1. TH:Pr5.1.2. TH:Pr5.1.3. TH:Pr6.1.1. TH:Pr6.1.2. TH:Pr6.1.3.</p> <p>Responding (Re) TH: Re7.1.1. TH: Re7.1.2. TH: Re7.1.-3. TH:Re8.1.1. TH:Re8.1.2. TH:Re8.1.3. TH:Re9.1.1. TH:Re9.1.2. TH:Re9.1.3.</p> <p>Connecting (Cn)</p>		<p>learned, analyze speech to identify positive areas of speech as well as areas needed to improved.</p> <ul style="list-style-type: none"> as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.		
Unit 2 WORD WARS (Mini-Unit)	2 weeks October (with option to continue throughout year to begin each class)	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>NJSLS-1.1.12.C.1</i> <i>NJSLS-1.1.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking & Problem Solving NJSLS-CPR4 NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12	Student(s) will, in a head-to-head debate against another student, define, use in a sentence, and advocate for a randomly chosen word/phrase germane to Public Speaking & Debate, in order to learn new vocabulary to persuade audience with reasons their assigned word is best.	Students will <ul style="list-style-type: none"> • learn and utilize Public Speaking & Debate terminology in a public speech and debate setting (variation of Lincoln/Douglas Debate format. • use & build upon skills of close reading, critical thinking, word analysis, advocacy, persuasion, and performance. • Plan, establish, and execute a strategy to beat opponent in debate. • write routinely in journals (on <i>Google Classroom</i>) to reflect upon each lesson learned and use for discussion of specific lesson. • be assessed, as a debater, upon facilitator-designed rubric to measure progress. • observe, as audience members speeches, to evaluate performances, then vote for winner and give reason(s) for their vote in a thoughtful and well-articulated analysis.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NATIONAL CORE ARTS STANDARDS Creating (CR) TH: TCr1.1.I. TH:Cr1.1.II. TH:Cr1.1.III. TH:Cr2-I. TH:Cr2-II. TH:Cr2-III. TH:Cr3.1.I. TH:Cr3.1.II. TH:Cr3.1.III. Performing (PR) TH:Pr4.1.I. TH:Pr4.1.II. TH:Pr4.1.III. TH:Pr5.1.I. TH:Pr5.1.II. TH:Pr5.1.III. TH:Pr6.1.I. TH:Pr6.1.II. TH:Pr6.1.III. Responding (Re) TH: Re7.1.I. TH: Re7.1.II. TH: Re7.1.-III. TH:Re8.1.I. TH:Re8.1.II.		

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Re8.1.III. TH:Re9.1.I. TH:Re9.1.II. TH:Re9.1.III. Connecting (Cn) TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.		
Unit 3: MODEL CONGRESS (includes Model Congress Crisis Situation)	9 weeks Oct weeks 3-4 Nov weeks 2-4 Dec weeks 1-4	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking and	Students will learn the mission and structure of the U.S. Congress, its three branches of government, the legislative process, bill writing, speech preparation, Parliamentary Procedure, the Declaration of Independence and the U.S. Constitution (with focus on The Bill of Rights (Amendments 1 to 10)). Students will take on the roles as members of the U.S. Congress, explore and decide upon an issue they wish to enact into a law, write a bill (legislation), then prepare and give a persuasive speech on the floor of Congress to convince fellow members to vote in favor of their bill. In addition, students will experience a pro-active, hands-on crisis situation to	Students will <ul style="list-style-type: none"> • establish an earnest work ethic, professional behavior, and positive communication with audience in a prepared speech. • learn and utilize terminology germane to public speaking and debate. • learn and apply public speaking techniques. • critically think, create, perform, and communicate in a public setting with preparation. • Will think on their feet to prepare and perform a coherent, rational, and connected speech. • show ability to listen to constructive comments regarding

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Problem Solving NJSLS-CPR4 NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12 Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1</p> <p>NATIONAL CORE ARTS STANDARDS</p> <p>Creating (CR) TH: TCr1.1.I. TH:Cr1.1.II. TH:Cr1.1.III. TH:Cr2-I. TH:Cr2-II. TH:Cr2-III. TH:Cr3.1.I. TH:Cr3.1.II. TH:Cr3.1.III.</p> <p>Performing (PR) TH:Pr4.1.I. TH:Pr4.1.II. TH:Pr4.1.III. TH:Pr5.1.I. TH:Pr5.1.II. TH:Pr5.1.III.</p>	<p>process, analyze, discuss a course of action, and create a plan to resolve the crisis peacefully as members of the U.S. Congress.</p>	<p>speech and respond to questions from audience.</p> <ul style="list-style-type: none"> • show a mastery of speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (Model Congress and <i>NJ Drama & Forensic League</i>). • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills learned, analyze speech to identify positive areas of speech as well as areas needed to improved. • as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Pr6.1.I. TH:Pr6.1.II. TH:Pr6.1.III. Responding (Re) TH: Re7.1.I. TH: Re7.1.II. TH: Re7.1.-III. TH:Re8.1.I. TH:Re8.1.II. TH:Re8.1.III. TH:Re9.1.I. TH:Re9.1.II. TH:Re9.1.III. Connecting (Cn) TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.		
Unit 4: IMPROMPTU SPEAKING	4 weeks January	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-</i>	Students will choose a quote or topic at random, close read it, then interpret, analyze then prepare and execute a thoughtful and engaging impromptu speech on the quote or topic. Impromptu, defined as performed with little or no preparation; extemporaneous. Yet speakers must have and show a thought out <i>Point of View</i> , a meaning behind the words of	Students will <ul style="list-style-type: none"> • critically think, create, perform, and communicate in a public setting with little or no preparation. • Will think on their feet to prepare and perform a coherent, rational, and connected impromptu speech. • establish an earnest work ethic, professional behavior, and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>12.10 READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking and Problem Solving NJSLS-CPR4 NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12 Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1</p> <p>NATIONAL CORE ARTS STANDARDS</p> <p>Creating (CR) TH: TCr1.1.I. TH:Cr1.1.II. TH:Cr1.1.III. TH:Cr2-I. TH:Cr2-II. TH:Cr2-III. TH:Cr3.1.I.</p>	<p>their speech.</p>	<p>positive communication with audience in a prepared speech.</p> <ul style="list-style-type: none"> • learn and utilize terminology germane to public speaking and debate. • learn and apply public speaking techniques. • show ability to listen to constructive comments regarding speech and respond to questions from audience. • show a mastery of speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (<i>Model Congress</i> and <i>NJ Drama & Forensic League</i>). • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills learned, analyze speech to identify positive areas of speech as well as areas needed to improved. • as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Cr3.1.II. TH:Cr3.1.III. Performing (PR) TH:Pr4.1.I. TH:Pr4.1.II. TH:Pr4.1.III. TH:Pr5.1.I. TH:Pr5.1.II. TH:Pr5.1.III. TH:Pr6.1.I. TH:Pr6.1.II. TH:Pr6.1.III. Responding (Re) TH: Re7.1.I. TH: Re7.1.II. TH: Re7.1.-III. TH:Re8.1.I. TH:Re8.1.II. TH:Re8.1.III. TH:Re9.1.I. TH:Re9.1.II. TH:Re9.1.III. Connecting (Cn) TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.		

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 5: BOMB SHELTER ROLE PLAY	4 weeks February	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking and Problem Solving NJSLS-CPR4 NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12 Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1	Students will play a role to create and perform a speech to inform and persuade inhabitants of a Bomb Shelter to allow them access. In addition, students will listen to speakers' information, evaluate speeches, and critically think to analyze information in order to make a crucial decision.	Students will <ul style="list-style-type: none"> • engage in an assigned role and purpose and accept the imaginary circumstances. • critically think, create, perform, and communicate in a public setting with minimal preparation. • will think on their feet to prepare and perform a coherent, rational, and connected informative and persuasive speech. • establish an earnest work ethic, professional behavior, and positive communication with audience in a prepared speech. • learn and utilize specified terminology germane to unit. • learn and apply public speaking techniques. • show ability to listen to constructive comments regarding speech and respond to questions from audience. • show a mastery of public speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (Model Congress and <i>NJ Drama & Forensic League</i>).

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills learned, analyze speech to identify positive areas of speech as well as areas needed to improved. • as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.
Unit 6: LINCOLN DOUGLAS DEBATE	8 weeks March to April	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING <i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking and Problem Solving <i>NJSLS-CPR4</i>	Student(s) will form teams, choose a topic (Pro or Con) then compete in Lincoln-Douglas Debate format. Students will prepare a persuasive and informative speech to audience who will vote on winner of debate. Students will learn how to communicate and debate effectively as a team.	Students will <ul style="list-style-type: none"> • learn history, terminology, structure, and format of Lincoln/Douglas Debate. • choose an agreed upon Resolution with adversary. • utilize and build upon skills of close reading, critical thinking, word analysis, advocacy, speech/debate preparation, persuasion, and performance. • be given opportunity to learn effective leadership techniques via debate. • learn how to react to the communication skills and styles of others debaters. • understand effective organization and planning to facilitate a winning debate. • write routinely in journals (on <i>Google Classroom</i>) to reflect upon each

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12 Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1</p> <p>NATIONAL CORE ARTS STANDARDS</p> <p>Creating (CR) TH: TCr1.1.I. TH:Cr1.1.II. TH:Cr1.1.III. TH:Cr2-I. TH:Cr2-II. TH:Cr2-III. TH:Cr3.1.I. TH:Cr3.1.II. TH:Cr3.1.III.</p> <p>Performing (PR) TH:Pr4.1.I. TH:Pr4.1.II. TH:Pr4.1.III. TH:Pr5.1.I. TH:Pr5.1.II. TH:Pr5.1.III. TH:Pr6.1.I. TH:Pr6.1.II.</p>		<p>lesson learned and use for discussion of specific lesson.</p> <ul style="list-style-type: none"> • be assessed, as a debater, upon facilitator-designed rubric to measure progress. • observe, as audience members, speeches to evaluate performances, then vote for winner and give reason(s) for their vote in a thoughtful and well-articulated analysis.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Pr6.1.III. Responding (Re) TH: Re7.1.I. TH: Re7.1.II. TH: Re7.1.-III. TH:Re8.1.I. TH:Re8.1.II. TH:Re8.1.III. TH:Re9.1.I. TH:Re9.1.II. TH:Re9.1.III. Connecting (Cn) TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.		
Unit 7: TWO MINUTE PITCH	7 weeks May to June	Subject Area: <i>NJSLS-VPA 1.1 The Creative Process</i> <i>1.1.12.C.1</i> <i>1.1.12.C.2</i> <i>NJSLS-VPA 1.3 Performance</i> <i>1.3.12.C.1</i> <i>1.3.12.C.2</i> Interdisciplinary: WRITING <i>NJSLS-W.11-12.10</i> READING	The students will be able to research their dream career and prepare an interview in the form of a Two Minute Pitch to persuade a potential employer to hire them for a dream internship.	Students will <ul style="list-style-type: none"> • establish an earnest work ethic, professional behavior, and positive communication with audience in a prepared speech. • learn and apply effective public speaking techniques. • critically think, create, perform, and communicate in a public setting with full preparation.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p><i>NJSLS-RI.11-12.7</i> SPEAKING & LISTENING <i>NJSLS-SL.11-12.1.c</i> <i>NJSLS-SL.11-12.1.d</i> Critical Thinking and Problem Solving NJSLS-CPR4 NJSLS-CPR5 NJSLS-CPR6 NJSLS-CPR7 NJSLS-CPR8 NJSLS-CPR11 NJSLS-CPR12 Technology NJSLS-8.1.12.C.1 NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.1 NJSLS-8.1.12.F.1</p> <p>NATIONAL CORE ARTS STANDARDS</p> <p>Creating (CR) TH: TCr1.1.I. TH:Cr1.1.II. TH:Cr1.1.III. TH:Cr2-I. TH:Cr2-II. TH:Cr2-III. TH:Cr3.1.I. TH:Cr3.1.II. TH:Cr3.1.III.</p>		<ul style="list-style-type: none"> • think on their feet to prepare and perform a coherent, rational, and connected speech. • show ability to listen to constructive comments regarding speech and respond to questions from audience. • show a mastery of speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (<i>Model Congress and NJ Drama & Forensic League</i>). • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills learned, analyze speech to identify positive areas of speech as well as areas needed to improved. • as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Performing (PR) TH:Pr4.1.I. TH:Pr4.1.II. TH:Pr4.1.III. TH:Pr5.1.I. TH:Pr5.1.II. TH:Pr5.1.III. TH:Pr6.1.I. TH:Pr6.1.II. TH:Pr6.1.III.</p> <p>Responding (Re) TH: Re7.1.I. TH: Re7.1.II. TH: Re7.1.-III. TH:Re8.1.I. TH:Re8.1.II. TH:Re8.1.III. TH:Re9.1.I. TH:Re9.1.II. TH:Re9.1.III.</p> <p>Connecting (Cn) TH:Cn10.1.I. TH:Cn10.1.II. TH:Cn10.1.III. TH:Cn11.1.I. TH:Cn11.1.II. TH:Cn11.1.III. TH:Cn11.2.I. TH:Cn11.2.II. TH:Cn11.2.III.</p>		

Unit 1: PAPER BAG SPEECH	Recommended Duration: 4 weeks September – weeks 1 to 4 (plus throughout year to improve skills, as needed)
Unit Description: The students will learn the necessity of preparation to understand and apply meaning behind the spoken word. They will choose five (5) items that define them as individuals in a prepared, supported, and cohesive two to three-minute speech before peers.	

Essential Questions:	Enduring Understandings:
<p>How can one’s right to free speech best be employed in public speaking situations?</p> <p>How can students take risks to creatively and informatively express themselves through the <i>Paper Bag Speech</i>?</p> <p>How can the Paper Bag Speech develop and enhance public speaking skills?</p> <p>How does research and preparation of a speech affect a speech?</p> <p>What strong choices in a speech and why are they essential to an effective speech?</p> <p>What happens when speaker and audiences share the experience of the spoken word?</p> <p>How can the same speech communicate different messages to different people?</p> <p>What are the fundamental differences between a “thoughtful” and “thoughtless” critique?</p> <p>What was done well and effective in a speech?</p> <p>What can be done better in a speech?</p> <p>What happens when speaker fosters understanding between self and others through speech in awareness and the exploration of empathy?</p> <p>What happens when speakers allow an understanding of themselves and the world to inform perceptions and purpose of their speech?</p> <p>What can public speaking and debate inspire positive action?</p>	<p>Public speaking is one way to develop communication skills with others which can lead to positive collaboration.</p> <p>Speakers, in preparation and performance, strive to discover effective ways to communicate meaning.</p> <p>Be truthful and honest in choosing the five (5) items that represent oneself. Items must be “meaningful” to the speaker in order to create of a fully realized, effective, and honest speech. Provide reasons to clarify reasons each item represents oneself.</p> <p>Speakers refine speech through preparation and rehearsal.</p> <p>Speakers make strong choices to effectively convey meaning.</p> <p>Publicly speaking is a method to develop listening skills in order to analyze the reasons a speech is effective or ineffective, which can aid one in creation of own speeches.</p> <p>Speakers reflect to understand the impact of the spoken word in a prepared speech.</p> <p>Speakers apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Speakers allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Speakers understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Speakers critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-ELA-Literacy.W.11-12.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Through application of various speaking techniques, students will be able to create and perform a well- structured speech with a beginning (the Hook), middle (content), and end (the Knockout), with clear thematic intent, originality, and elements of various kinds of speeches (informative, impromptu, debates, or persuasive).</p> <p>Students will be able to apply public speaking techniques.</p> <p>Students will be able to use public speaking as a basis to communicate to persuade or inform.</p> <p>Students will be able to view performances of speakers to discuss and apply elements of effective public speaking.</p>	<p>Students will learn and utilize essential terminology germane to public speaking.</p> <p>Students will learn and apply public speaking techniques to various in-class performances (informal and formal) and be assessed based on a facilitator designed rubric to measure progress. Students must show the ability to listen to other speakers and analyze for elements of effective and non-effective speaking</p> <p>Students who show a mastery of public speaking skills in-class will have the opportunity to perform in an extra-curricular environment (<i>Princeton Model Congress, NJ Model Congress, and NJ Drama & Forensic League</i>) and be assessed based on facilitator designed rubric to measure progress.</p> <p>Students will write routinely in journals to reflect upon each lesson to use for discussion on the elements of effective and non-effective public speaking.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>READING <i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING <i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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. <i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> 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.</p> <p><u>NATIONAL CORE STANDARDS:</u> CREATING (Cr): Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>PERFORMING, PRESENTING, PRODUCING (Pr): Anchor Standard #4. Select, analyze and interpret artistic work for presentation. Anchor Standard #5. Develop and refine artistic techniques and work for presentation Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re): Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn) Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Initial performances Journals Facilitator monitored activities Class discussions Check individual progress by	Students learn and apply elements of an effective speech measured by Facilitator designed rubric.	Perform an original speech to be measured by Facilitator designed rubric.	Daily activities and assignments to learn and apply tasks to create a foundation of effective public speaking. These activities will lead to formative and summative performance assessments to measure

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
noting involvement in the practice of the exercises. Peer Critique Self-Critique			growth.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts.

Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Unit Vocabulary:

Essential: Words germane to public speaking.

Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Mathematics: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Science: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Social Studies: NJSLA-<i>ELA-</i></p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances.</p> <p>For example,</p> <p>Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>√ Global Awareness - influence of the performing arts throughout history and across cultures)</p> <p>√ Civic Literacy – research of laws of a region, culture or country to enhance a performance.</p> <p>√ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts.</p> <p>√ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>√ Creativity & Innovation – in addition to assignment’s criteria,</p> <p>√ Media Literacy – use of media to enhance performance.</p> <p>√ Critical Thinking & Problem Solving (based on research in preparation of performance).</p> <p>√ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration – necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p><i>Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Technology: Use of all technology to enhance performances. NJSLA-<u>ELA-Literacy.RI.11-12.7</u>. NCAS–TH:Cn11.2.III.</p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.</p>			

Resources:
<p>Texts/Materials: <i>The Gettysburg Address</i> by Abe Lincoln. Selected videos of iconic speeches of the 20th and 21st centuries. <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young</p>

Unit 2: WORD WARS Conflict in Performance (Mini-Unit)	Recommended Duration: 2 weeks October – weeks 1 to 2 (with option to continue throughout year to begin each class)
Unit Description: Student(s) will, in a head-to-head debate against another student, define, use in a sentence, and advocate for a randomly chosen word/phrase germane to Drama/ Theater, in order to learn new vocabulary to persuade audience with reasons their assigned word is best.	

Essential Questions:	Enduring Understandings:
How do words matter in a speech to an audience? What kinds of responsibilities does a speaker have to an audience?	Definitions of words matter and must be used correctly and effectively in performance to express and communicate ideas in order to inform and/or persuade the audience as well as to create to create a dynamic speech.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate</p>	<p>Respectful debate against another student, to define, use in a sentence, and advocate for a randomly chosen word/phrase germane to Public Speaking & Debate, in order to learn new vocabulary to persuade audience with reasons their assigned word is best in the form of a dynamic speech and performance.</p>	<p>Preparation for the effective use of the power of word in a public speaking & debate setting.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING <i>NJSLS-<u>ELA-Literacy.W.11-12.10</u></i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>READING <i>NJSLS-<u>ELA-Literacy.RI.11-12.7</u></i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING <i>NJSLS-<u>ELA-Literacy.SL.11-12.1.c</u></i> 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. <i>NJSLS-<u>ELA-Literacy.SL.11-12.1.d</u></i> 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</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>required to deepen the investigation or complete the task.</p> <p><u>NATIONAL CORE STANDARDS:</u></p> <p>CREATING (Cr):</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>PERFORMING, PRESENTING, PRODUCING (Pr):</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re):</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn)</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Elements of conflict in respectful debate Preparation of debate Journals Facilitator monitored activities Class discussions Check individual progress by noting involvement in the practice of the exercises. Peer Critique Self-Critique	Students will learn elements of and prepare for respectful and effective debate based upon a Facilitator designed rubric.	Perform in effective debate based upon Facilitator designed rubric.	Daily activities and assignments to learn and apply elements of debate to create an effective debate. Activities and assignments will be based upon, but not limited to, <i>Roberts Rules of Order</i> and compiled list of theater/drama terms. These activities will lead to formative and summative performance assessments to measure growth.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?* Students uncomfortable performing before classmates will be given alternate opportunities to perform in session with facilitator. In addition, facilitator will be familiar with 504 and IEPs to accommodate student learning needs in order to create an environment to achieve success (i.e. extended test time, assessment modifications, and alternate assessment opportunities).

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts.

Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Unit Vocabulary:

Essential: *Roberts Rules of Order* and compiled list of terms and definitions germane to Public Speaking & Debate.

Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p> <p>Mathematics: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p> <p>Science: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances.</p> <p>For example,</p> <p>Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>√ Global Awareness - influence of the performing arts throughout history and across cultures)</p> <p>√ Civic Literacy – research of laws of a region, culture or country to enhance a performance.</p> <p>√ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts.</p> <p>√ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>√ Creativity & Innovation – in addition to assignment's criteria,</p> <p>√ Media Literacy – use of media to enhance performance.</p> <p>√ Critical Thinking & Problem Solving (based on research in preparation of performance).</p> <p>√ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration –</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>Social Studies: NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>Technology: Use of all technology to enhance performances. NJSLA-<i>ELA-Literacy.RI.11-12.7</i>. NCAS–TH:Cn11.2.III.</p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.</p>			<p>necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

<p>Resources:</p> <p>Texts/Materials: <i>The Gettysburg Address</i> by Abe Lincoln, <i>Parliamentary Procedure (Robert’s Rules of Order)</i> and Facilitator-researched compilation of words and definitions germane to Public Speaking & Debate, <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young</p>

Unit 3: MODEL CONGRESS (includes Model Congress Crisis Situation)	Recommended Duration: 9 weeks (Oct weeks 3-4, Nov weeks 2-4, Dec weeks 1-4)
<p>Unit Description: Students will learn the mission and structure of the U.S. Congress, its three branches of government, the legislative process, bill writing, speech preparation, Parliamentary Procedure, the Declaration of Independence and the U.S. Constitution (with focus on The Bill of Rights (Amendments 1 to 10)).</p> <p>Students will take on the roles as members of the U.S. Congress, explore and decide upon an issue they wish to enact into a law, write a bill (legislation), then prepare and give a persuasive speech on the floor of Congress to convince fellow members to vote in favor of their bill.</p> <p>In addition, students will experience a pro-active, hands-on crisis situation to process, analyze, discuss a course of action, and create a plan to resolve the crisis peacefully as members of the U.S. Congress.</p>	

Essential Questions:	Enduring Understandings:
<p>Why is communication essential?</p> <p>How can one’s right to free speech best be employed in public speaking situations?</p> <p>How can one’s communication skills be enhanced through preparing, researching and presenting a speech and debate?</p> <p>What are effective presentation methods when preparing and giving a speech?</p> <p>What makes a powerful and effective opening (hook), body (content), and closing (knockout) in a speech?</p> <p>How can a speaker generate enthusiasm in the audience for his/her topic?</p> <p>What is a persuasive speech?</p> <p>What are the reasons/situations to give persuasive speeches?</p> <p>What is an informative speech?</p> <p>What are the reasons/situations to give informative speeches?</p> <p>How to use and observe persuasive techniques in other aspects of life?</p> <p>What are effective communication skills when speaking amongst others and in front of an audience?</p> <p>How do we successfully prepare and present a persuasive and/or informative speech?</p> <p>How can being a good listener make one a more educated individual and, by extension, a more effective public speaker and debater?</p>	<p>Elements of effective communication.</p> <p>Elements of effective speech.</p> <p>Elements of effective listening.</p> <p>Preparation is key to create and deliver an effective and powerful speech.</p> <p>An effective public speaker must be an effective improviser.</p> <p>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Learn the value and application of thorough research to learn the pro and con of an issue in order to argue it effectively.¹</p> <p>Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>A speaker must be both enthusiastic and knowledgeable in order to effectively reach their audience.</p> <p>During the opposing argument, good note taking allows debaters to strengthen their own arguments by referring to the words of the opposition.</p> <p>It is imperative to establish credibility by using and citing current, quality sources written by experts in the field.</p> <p>A good speech is not only organized but delivered properly.</p> <p>Proper posture, eye contact, enunciation, and word choice are important to the delivery</p>

¹ Teach lesson to show bot; update sides of the *Death Penalty* via excerpts from the book and DVD of *Dead Man Walking*, which presents two in-depth Points of View (Pro and Con) regarding this issue.

Essential Questions:	Enduring Understandings:
<p>How can choosing the right words for a speech make it memorable and outstanding?</p> <p>How can a speaker impress upon an audience enthusiasm for their topic?</p> <p>Why is it important for a public speaker to be able to “think on one’s feet”?</p> <p>How can a persuasive or informative speaker appeal to the mind of a listener?</p> <p>How can a persuasive or informative speaker appeal to the heart of a listener?</p> <p>How can a persuasive or informative speaker appear credible and ethical to a listener?</p> <p>Why is eye contact one of the primary skills that a public speaker should possess?</p> <p>What makes a visual, audio, or both, effective, powerful, and appealing to an audience?</p>	<p>Computer enhanced presentations and visual and/or audio aides must be executed correctly and used properly, if they are to help a speaker get his/her message across to the audience.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the</p>	<p>Students will learn the mission and structure of the U.S. Congress, its three branches of government, the legislative process, bill writing, speech preparation, Parliamentary Procedure, the Declaration of Independence and the U.S. Constitution (with focus on The Bill of Rights (Amendments 1 to 10)).</p> <p>Students will take on the roles as members of the U.S. Congress, explore and decide upon an issue they wish to enact into a law, write a bill (legislation), then prepare and give a persuasive speech on the floor of Congress to convince fellow members to vote in favor of their bill.</p> <p>In addition, students will experience a pro-active, hands-on crisis situation to process, analyze, discuss a course of action, and create a plan to</p>	<p>Preparation for and execution of an informative and persuasive speech as a member of the U.S. Congress.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-ELA-Literacy.W.11-12.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>READING</p> <p><i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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.</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> Respond</p>	<p>resolve the crisis peacefully as members of the U.S. Congress.</p>	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p><u>NATIONAL CORE STANDARDS:</u></p> <p>CREATING (Cr):</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>PERFORMING, PRESENTING, PRODUCING (Pr):</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re):</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
evaluate artistic work. CONNECTING (Cn) Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Elements of respectful debate Bill Writing Preparation of speech and debate Journals Facilitator monitored activities Class discussions Check individual progress by noting involvement in the practice of the exercises. Peer Critique Self-Critique Engagement in all speeches and debates.	Students will learn elements of, and prepare for, respectful and effective debate in Model Congress based upon a Facilitator designed rubric.	Perform an effective persuasive and informative speech and debate based upon Facilitator designed rubric.	Daily activities and assignments to learn and apply elements of bill (legislation) writing, preparation of an effective speech and debate with the goal to persuade congressional peers to vote in favor of bill. Presentation of speeches and debates will follow Parliamentary Procedure (<i>Roberts Rules of Order</i>). The writing of one's bill, the preparation of speech and debate will lead to formative and summative performance assessments to measure effectiveness and growth as a public speaker and debater.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts.

Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students’ specific needs.			

Unit Vocabulary:

Essential: Definition of words in selected texts and handouts.

Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III Mathematics: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III	Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances. For example, Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and	√ Global Awareness - influence of the performing arts throughout history and across cultures) √ Civic Literacy – research of laws of a region, culture or country to enhance a performance. √ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts. √ Health Literacy – research	√ Creativity & Innovation – in addition to assignment’s criteria, √ Media Literacy – use of media to enhance performance. √ Critical Thinking & Problem Solving (based on research in preparation of performance). √ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Science: research to enhance a performance if applicable to performance. <i>NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: <i>NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>World Languages: research to enhance a performance if applicable to performance. <i>NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Social Studies: <i>NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Technology: Use of all technology to enhance performances. <i>NJSLA-<u>ELA</u>-Literacy.RI.11-12.7. NCAS–TH:Cn11.2.III.</i></p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. <i>NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.</i></p>	<p>powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>scientific findings that creative endeavor and activities are good for overall health.</p>	<p>performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration – necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Resources:
Texts/Materials: <i>The Gettysburg Address</i> by Abe Lincoln; <i>Parliamentary Procedure (Robert’s Rules of Order)</i> ; <i>the Declaration of Independence and the U.S. Constitution</i> (with focus on the <i>Bill of Rights</i> (Amendments 1 to 10)); <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young; <i>Dead Man Walking</i> (non-fiction book) by Helen Prejean, C.S.J. and <i>Dead Man Walking</i> a film by Tim Robbins.

Unit 4: IMPROMPTU SPEAKING	Recommended Duration: 4 weeks, January
Unit Description: Students will choose a quote or topic at random, close read it, then interpret, analyze then prepare and execute a thoughtful and engaging impromptu speech on the quote or topic. Impromptu defined as performed with little or no preparation; extemporaneous.	

Essential Questions:	Enduring Understandings:
<p>Why is communication essential?</p> <p>Why is it important for a public speaker to be able to “think on one’s feet”?</p> <p>What is an informative versus a persuasive speech?</p> <p>What are the reasons/situations to give informative or persuasive speeches?</p> <p>How can a persuasive or informative speaker appeal to the mind of a listener?</p> <p>How can a persuasive or informative speaker appeal to the heart of a listener?</p> <p>How can a persuasive or informative speaker appear credible and ethical to a listener?</p> <p>What makes a powerful and effective opening (hook), body (content), and closing (knockout) in a speech?</p> <p>How can being a good listener make one a more educated individual and, by extension, a more effective public speaker and debater?</p> <p>How can choosing the right words for a speech make it memorable and outstanding?</p> <p>How can a speaker impress upon an audience enthusiasm for their topic?</p> <p>Why is eye contact one of the primary skills that a public speaker should possess?</p>	<p>Elements of effective communication.</p> <p>Elements of effective speech.</p> <p>Elements of effective listening.</p> <p>An effective public speaker must be an effective improviser.</p> <p>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>A good speech is not only organized but delivered properly.</p> <p>Proper posture, eye contact, enunciation, and word choice are important to the delivery.</p> <p>The value of a Point of View, the meaning behind the words, of one’s topic.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-<u>ELA-Literacy.W.11-12.10</u></i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>READING <i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING <i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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. <i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> 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.</p> <p><u>NATIONAL CORE STANDARDS:</u> CREATING (Cr): Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>PERFORMING, PRESENTING, PRODUCING (Pr): Anchor Standard #4. Select, analyze and interpret artistic work for presentation. Anchor Standard #5. Develop and refine artistic techniques and work for presentation Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re): Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn) Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Performance of Impromptu Speaking Journals Facilitator monitored activities Class discussions	Students learn and apply elements of an effective impromptu speech measured by Facilitator designed rubric.	Perform an impromptu speech to be measured by Facilitator designed rubric.	Daily activities and assignments to learn and apply tasks to create a foundation of effective public speaking. These activities will lead to formative and summative performance assessments to measure growth.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Check individual progress by noting involvement in the practice of the exercises. Peer Critique Self-Critique			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Unit Vocabulary:

Essential: Definition of words in selected texts and handouts.
Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Mathematics: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Science: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Social Studies: NJSLA-<i>ELA-</i></p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances.</p> <p>For example,</p> <p>Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>√ Global Awareness - influence of the performing arts throughout history and across cultures)</p> <p>√ Civic Literacy – research of laws of a region, culture or country to enhance a performance.</p> <p>√ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts.</p> <p>√ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>√ Creativity & Innovation – in addition to assignment’s criteria,</p> <p>√ Media Literacy – use of media to enhance performance.</p> <p>√ Critical Thinking & Problem Solving (based on research in preparation of performance).</p> <p>√ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration – necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p><i>Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Technology: Use of all technology to enhance performances. NJSLA-<u>ELA-Literacy.RI.11-12.7</u>. NCAS–TH:Cn11.2.III.</p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.</p>			

Resources:
<p>Texts/Materials: <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young. Various famous and infamous quotes by famous and infamous authors (chosen at random).</p>

Unit 5: BOMB SHELTER ROLE PLAY	Recommended Duration: 4 weeks, February
Unit Description: Students will play a role to create and perform a speech to inform and persuade inhabitants of a Bomb Shelter to allow them access. In addition, students will listen to speakers' information, evaluate speeches, and critically think to analyze information in order to make a crucial decision.	

Essential Questions:	Enduring Understandings:
<p>Why is communication in decision-making essential?</p> <p>Why is it important for a public speaker to be able to "think on one's feet"?</p> <p>What is an informative versus a persuasive speech?</p> <p>What are the reasons/situations to give informative or persuasive speeches?</p> <p>How can a persuasive or informative speaker appeal to the mind of a listener?</p> <p>How can a persuasive or informative speaker appeal to the heart of a listener?</p> <p>How can a persuasive or informative speaker appear credible and ethical to a listener?</p> <p>What makes a powerful and effective opening (hook), body (content), and closing (knockout) in a speech?</p> <p>How can being a good listener make one a more educated individual and, by extension, a more effective public speaker and debater?</p> <p>How can choosing the right words for a speech make it memorable and outstanding?</p> <p>How can a speaker impress upon an audience enthusiasm for their topic?</p> <p>Why is eye contact one of the primary skills that a public speaker should possess?</p>	<p>Elements of effective communication.</p> <p>Elements of effective speech.</p> <p>Elements of effective listening.</p> <p>An effective public speaker must be an effective improviser.</p> <p>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>A good speech is not only organized but delivered properly.</p> <p>Proper posture, eye contact, enunciation, and word choice are important to the delivery.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1 Analyze examples of public speaking and speeches and their</i></p>	<p>Students will create and perform a speech to inform and persuade with minimal preparation. In addition, students will listen to speakers' information, then critically think and analyze information to make a crucial decision.</p>	<p>Students will learn elements of effective role play, critically think, analyze information, create, perform, and communicate effectively in a public setting with minimal preparation, and perform a coherent, rational, and connected informative and persuasive speech.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-ELA-Literacy.W.11-12.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>READING</p> <p><i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in</p>		<p>In addition, students will show ability to listen, observe other speakers to evaluate performances offer thoughtful, specific, well-articulated constructive criticism of peers.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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.</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> 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.</p> <p><u>NATIONAL CORE STANDARDS:</u></p> <p>CREATING (Cr):</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>PERFORMING, PRESENTING, PRODUCING (Pr):</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>artistic techniques and work for presentation</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re):</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn)</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Preparation of speech.</p> <p>Journals</p> <p>Facilitator monitored activities</p> <p>Class discussions</p> <p>Check individual progress by noting involvement in the practice of the exercises.</p> <p>Peer Critique</p> <p>Self-Critique</p>	<p>Students will learn elements of and prepare for respectful and effective debate based upon a Facilitator designed rubric.</p>	<p>Perform in effective debate based upon Facilitator designed rubric.</p>	<p>Daily activities and assignments to learn and apply elements to create and perform an effective speech. Speech will lead to formative and summative preparation and performance assessments based upon Facilitator designed rubric.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Unit Vocabulary:

Essential: Definition of words in selected texts and handouts.
Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III Mathematics: research to enhance a	Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances. For example,	√ Global Awareness - influence of the performing arts throughout history and across cultures) √ Civic Literacy – research of laws of a region, culture or country to enhance a performance.	√ Creativity & Innovation – in addition to assignment’s criteria, √ Media Literacy – use of media to enhance performance. √ Critical Thinking & Problem Solving

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Science: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Social Studies: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</i></p> <p>Technology: Use of all technology to enhance performances. NJSLA-<i>ELA-Literacy.RI.11-12.7. NCAS–TH:Cn11.2.III.</i></p>	<p>Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>√ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts.</p> <p>√ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>(based on research in preparation of performance).</p> <p>√ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration – necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.			

Resources:
Texts/Materials: History of the Atomic Bomb.

Unit 6: LINCOLN DOUGLAS DEBATE	Recommended Duration: 8 weeks, March to April
<p>Unit Description: Student(s) will learn history, terminology, structure, and format of Lincoln/Douglas Debate, then form teams, choose a Resolution (topic) and a side (Pro or Con) to compete in Lincoln-Douglas Debate format. In addition, students will learn how to communicate and debate effectively as a team then prepare a persuasive and informative speeches. Audience who will vote on winner of debate.</p> <p>If time allows, scheduled a Lincoln-Douglas Debate (March Madness Type) Tournament between all classes and last year's runner's up to determine the best debate team.</p>	

Essential Questions:	Enduring Understandings:
<p>Why is communication in debate essential?</p> <p>How can one's right to free speech best be employed in debate?</p> <p>How can one's debate skills be enhanced through preparing, researching and presenting a speech and debate?</p> <p>What are effective presentation methods when preparing and giving a speech?</p> <p>What makes a powerful and effective opening (hook), body (content), and closing (knockout) in a speech?</p> <p>How can a speaker generate enthusiasm in the audience for his/her topic?</p> <p>What is a persuasive speech?</p> <p>What are the reasons/situations to give persuasive speeches?</p> <p>What is an informative speech?</p> <p>What are the reasons/situations to give informative speeches?</p> <p>How to use and observe persuasive techniques in other aspects of life?</p> <p>What are effective communication skills when speaking amongst others and in front of an audience?</p> <p>How do we successfully prepare and present a persuasive and/or informative speech?</p> <p>How can being a good listener make one a more educated individual and, by extension, a more effective public speaker and debater?</p> <p>How can choosing the right words for a speech make it memorable and outstanding?</p> <p>How can a speaker impress upon an audience enthusiasm for their topic?</p>	<p>Elements of effective communication and debate.</p> <p>Elements of effective speech.</p> <p>Elements of effective listening.</p> <p>Preparation is key to create and deliver an effective and powerful speech.</p> <p>An effective public speaker must be an effective improviser.</p> <p>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Learn the value and application of thorough research to learn the pro and con of an issue in order to argue it effectively. ²</p> <p>Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>A speaker must be both enthusiastic and knowledgeable in order to effectively reach their audience.</p> <p>During the opposing argument, good note taking allows debaters to strengthen their own arguments by referring to the words of the opposition.</p> <p>It is imperative to establish credibility by using and citing current, quality sources written by experts in the field.</p> <p>A good speech is not only organized but delivered properly.</p> <p>Proper posture, eye contact, enunciation, and word choice are important to the delivery</p> <p>Computer enhanced presentations and visual and/or audio aides must be executed correctly and used properly if they are to help a speaker get his/her message across to the audience.XXXX</p>

² Teach lesson to show both sides of the *Death Penalty* via excerpts from the book and DVD of *Dead Man Walking*, which presents two in-depth Points of View (Pro and Con) regarding this issue.

Essential Questions:	Enduring Understandings:
<p>Why is it important for a public speaker to be able to “think on one’s feet”?</p> <p>How can a persuasive or informative speaker appeal to the mind of a listener?</p> <p>How can a persuasive or informative speaker appeal to the heart of a listener?</p> <p>How can a persuasive or informative speaker appear credible and ethical to a listener?</p> <p>Why is eye contact one of the primary skills that a public speaker should possess?</p> <p>What makes a visual, audio, or both, effective, powerful, and appealing to an audience?</p>	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJ STANDARDS</u></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or</p>	<p>Respectful debate as a team against another team to advocate for team’s Resolution in order to persuade audience with reasons to vote for their team’s position.</p>	<p>Students will</p> <ul style="list-style-type: none"> • learn history, concepts, terminology format, and structure of Lincoln/Douglas Debate. • learn and apply elements of advocacy for debate. • apply effective preparation in a team debate setting. • research a Resolution that has meaning to team. • prepare for debate both sides of the issue. • Students learn how to communicate effectively in a small group setting. • learn and be given to apply effective leadership techniques in team debate. • learn methods to react to the communication skills and styles of other debaters. • Understand and apply effective organization and planning to facilitate powerful debate.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-ELA-Literacy.W.11-12.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>READING</p> <p><i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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.</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><u>NATIONAL CORE STANDARDS:</u></p> <p>CREATING (Cr):</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>PERFORMING, PRESENTING, PRODUCING (Pr):</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re):</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn)</p> <p>Anchor Standard #10. Synthesize and relate</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Elements of conflict in respectful debate</p> <p>Preparation of debate</p> <p>Journals</p> <p>Facilitator monitored activities</p> <p>Class discussions</p> <p>Check individual progress by noting involvement in the practice of the exercises.</p> <p>Peer Critique</p> <p>Self-Critique</p>	<p>Students will learn elements of and prepare for respectful and effective debate based upon a Facilitator designed rubric.</p>	<p>Perform in effective debate based upon Facilitator designed rubric.</p>	<p>Daily activities and assignments to learn and apply elements of debate to create an effective debate. Activities and assignments will be based upon, but not limited to, <i>Lincoln-Douglas Debate</i>, <i>Roberts Rules of Order</i> and compiled list of theater/drama terms. These activities will lead to formative and summative performance assessments to measure growth.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Instructional Strategies: *(List and describe.)*

Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.

Adaptations

Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.

Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts.

Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.			

Unit Vocabulary:

Essential: Definition of words in selected texts and handouts.

Non-Essential: N/A (but will reconsider as curriculum evolves).

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p> <p>Mathematics: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p> <p>Science: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS–TH:Cn11.2.III</p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances.</p> <p>For example,</p> <p>Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance.</p> <p>Use of video and audio to enhance performance.</p>	<p>√ Global Awareness - influence of the performing arts throughout history and across cultures)</p> <p>√ Civic Literacy – research of laws of a region, culture or country to enhance a performance.</p> <p>√ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts.</p> <p>√ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>√ Creativity & Innovation – in addition to assignment's criteria,</p> <p>√ Media Literacy – use of media to enhance performance.</p> <p>√ Critical Thinking & Problem Solving (based on research in preparation of performance).</p> <p>√ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance.</p> <p>√ Information & Communication Technologies Literacy – to enhance performances.</p> <p>√ Communication & Collaboration –</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>Social Studies: NJSLA-<i>ELA-Literacy.RI.11-12.7</i>, <i>ELA-Literacy.SL.11-12.1.c</i>, <i>ELA-Literacy.SL.11-12.1.d</i>. NCAS–TH:Cn11.2.III</p> <p>Technology: Use of all technology to enhance performances. NJSLA-<i>ELA-Literacy.RI.11-12.7</i>. NCAS–TH:Cn11.2.III.</p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. NCAS–TH:Cn11.2.III.</p>			<p>necessary to communicate ideas to audience and team members.</p> <p>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Resources:
<p>Texts/Materials: <i>The Gettysburg Address</i> by Abe Lincoln; <i>Parliamentary Procedure (Robert’s Rules of Order)</i> and Facilitator-researched compilation of words and definitions germane to Public Speaking & Debate; <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young; <i>Dead Man Walking (non-fiction book)</i> by Helen Prejean, C.S.J. and <i>Dead Man Walking</i> a film by Tim Robbins.</p>

Unit 7: THE TWO MINUTE PITCH	Recommended Duration: 7 weeks, May to June
Unit Description: The students will be able to research their dream career and prepare an interview in the form of a Two Minute Pitch to persuade a potential employer to hire them for a dream internship.	

Essential Questions:	Enduring Understandings:
<p>Why is communication in an interview essential?</p> <p>Why is it important for an interviewee to be able to “think on one’s feet”?</p> <p>What is an informative versus a persuasive speech?</p> <p>What are the reasons/situations to give informative or persuasive speeches?</p> <p>How can a persuasive or informative speaker appeal to the mind of a listener?</p> <p>How can a persuasive or informative speaker appeal to the heart of a listener?</p> <p>How can a persuasive or informative speaker appear credible and ethical to a listener?</p> <p>What makes a powerful and effective opening (hook), body (content), and closing (knockout) in a speech?</p> <p>How can being a good listener make one a more educated individual and, by extension, a more effective public speaker and debater?</p> <p>How can choosing the right words for a speech make it memorable and outstanding?</p> <p>How can a speaker impress upon an audience enthusiasm for their topic?</p> <p>Why is eye contact one of the primary skills that a public speaker should possess?</p> <p>What makes a visual, audio, or both, effective, powerful, and appealing to an audience?</p>	<p>Elements of effective communication.</p> <p>Elements of effective speech.</p> <p>Elements of effective listening.</p> <p>An effective public speaker must be an effective improviser.</p> <p>Public speaking is a form of theater and requires the mastery of specific dramatic skills.</p> <p>Expressiveness is one of the most important skills for a public speaker to possess.</p> <p>A good speech is not only organized but delivered properly.</p> <p>Proper posture, eye contact, enunciation, and word choice are important to the delivery.</p> <p>Computer enhanced presentations and visual and/or audio aides must be executed correctly and used properly if they are to help a speaker get his/her message across to the audience.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><i>NJ STANDARDS</i></p> <p><i>NJSLS-VPA 1.1 The Creative Process</i></p> <p><i>NJSLS-1.1.12.C.1 Analyze examples of</i></p>	<p>The students will be able to research their dream career and prepare an interview in the form of a Two Minute Pitch to persuade a potential</p>	<p>Students will</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>public speaking and speeches and their influence on history.</p> <p><i>NJSLS-1.1.12.C.2</i> Formulate a process of creating a speech, and analysis to identify how the physical, emotional, and social dimensions of a speech are communicated through the application of various public speaking techniques.</p> <p><i>NJSLS-VPA 1.3 Performance</i></p> <p><i>NJSLS-1.3.12.C.1</i> Create speeches that include well- structured beginning (the Hook), middle (content), and end (the knockout), with clear thematic intent, originality, and elements of speeches, be they informative, impromptu, debates, or persuasive.</p> <p><i>NJSLS-1.3.12.C.2</i> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Secondary (Supportive):</p> <p>WRITING</p> <p><i>NJSLS-ELA-Literacy.W.11-12.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>READING</p> <p><i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats</p>	<p>employer to hire them for a dream internship.</p>	<ul style="list-style-type: none"> • establish an earnest work ethic, professional behavior, and positive communication with audience in a prepared speech. • learn and apply effective public speaking techniques. • critically think, create, perform, and communicate in a public setting with full preparation. • Listen to guest speakers from various fields, who interview candidates for positions and the attributes they seek in a potential employee. • think on their feet to prepare and perform a coherent, rational, and connected speech. • show ability to listen to constructive comments regarding speech and respond to questions from audience. • show a mastery of speaking skills based on facilitator designed performance rubric to measure progress. • have opportunities to perform in public speaking environments outside the classroom (Model Congress and <i>NJ Drama & Forensic League</i>). • write routinely in journals (via <i>Google Classroom</i>) to reflect upon each lesson and specify skills learned, analyze speech to identify positive areas of speech as well as areas needed to improved. • as audience members, observe other speakers to evaluate performances in order offer thoughtful, specific, well-articulated, and supported analysis and constructive criticism of peers.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>(e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>SPEAKING & LISTNING</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.c</i> 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.</p> <p><i>NJSLS-ELA-Literacy.SL.11-12.1.d</i> 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.</p> <p><u>NATIONAL CORE STANDARDS:</u></p> <p>CREATING (Cr):</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>PERFORMING, PRESENTING, PRODUCING (Pr):</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Secondary (Supportive):</p> <p>RESPONDING (Re):</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>CONNECTING (Cn)</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Preparation of speech.</p> <p>Journals</p> <p>Facilitator monitored activities</p> <p>Class discussions</p> <p>Check individual progress by noting involvement in the practice of the exercises.</p> <p>Peer Critique</p> <p>Self-Critique</p>	<p>Students will learn elements of and prepare for respectful and effective debate based upon a Facilitator designed rubric.</p>	<p>Perform in effective debate based upon Facilitator designed rubric.</p>	<p>Daily activities and assignments to learn and apply elements to create and perform an effective speech. Speech will lead to formative and summative preparation and performance assessments based upon Facilitator designed rubric.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.
Instructional Strategies: <i>(List and describe.)</i>			
<p>Differentiated Instruction - teaching the same material to all students using a variety of instructional strategies or deliver lessons at varying levels of difficulty based on the ability of each student.</p> <p>Adaptations</p> <p>Accommodations are adaptations that do not alter the learning goal or standards being measured. Modifications are adaptations that DO alter the learning goals and grade-level standards.</p> <p>Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts.</p> <p>Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences. Includes but not limited to cooperative learning, group discussion, independent study, portfolio development, journals and learning logs, role-playing, cognitive organizers, literature response, service learning, issue-based inquiry.</p>			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.	Evaluated and differentiated upon students' specific needs.

Unit Vocabulary:
<p>Essential: Definition of words in selected texts and handouts.</p> <p>Non-Essential: N/A (but will reconsider as curriculum evolves).</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: research to enhance a performance if applicable to performance. NJSLA-ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS-	Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances.	<ul style="list-style-type: none"> √ Global Awareness - influence of the performing arts throughout history and across cultures) √ Civic Literacy – research of laws 	<ul style="list-style-type: none"> √ Creativity & Innovation – in addition to assignment's criteria, √ Media Literacy – use of media to enhance performance.

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<p>TH:Cn11.2.III Mathematics: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>– TH:Cn11.2.III Science: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>– TH:Cn11.2.III Visual and Performing Arts: All standards apply. Health/PE: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>– TH:Cn11.2.III World Languages: research to enhance a performance if applicable to performance. NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>– TH:Cn11.2.III Social Studies: NJSLA-<i>ELA-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>– TH:Cn11.2.III Technology: Use of all technology to</p>	<p>For example, Use of journal in Google Classroom to reflect on lessons. Examine aspects of performance that were successful and elements that could be strengthened to create a fully effective and powerful performance. Use of video and audio to enhance performance.</p>	<p>of a region, culture or country to enhance a performance. √ Financial, Economic, Business, & Entrepreneurial Literacy – explore possibilities of a viable career in the arts. √ Health Literacy – research scientific findings that creative endeavor and activities are good for overall health.</p>	<p>√ Critical Thinking & Problem Solving (based on research in preparation of performance). √ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) In-depth preparation of public presentations in form of performance. √ Information & Communication Technologies Literacy – to enhance performances. √ Communication & Collaboration – necessary to communicate ideas to audience and team members. √ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>enhance performances. NJSLA-<u>ELA</u>-<i>Literacy.RI.11-12.7. NCAS–TH:Cn11.2.III.</i></p> <p>Career Ready Practices: In-depth preparation of public presentations in form of performance. NJSLS-1.3.12.C.2 Library. <i>NCAS–TH:Cn11.2.III.</i></p>			

Resources:
<p>Texts/Materials: <i>The Gettysburg Address</i> by Abe Lincoln, <i>Parliamentary Procedure (Robert’s Rules of Order)</i> and Facilitator-researched compilation of words and definitions germane to Public Speaking & Debate, <i>Elements and Structure for Creation of an Effective Speech</i> by Andrew Young</p>