

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: 1.0
BOE Adoption Date: October 2018	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*.

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</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

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		NJSLS-8.1.12.E.1 NJSLS-8.1.12.F.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. TH:Re8.1.III. TH:Re9.1.I.		Congress and <i>NJ Drama & Forensic League</i>). <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 Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		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 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	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

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>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</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. TH:Pr6.1.III.</p> <p>Responding (Re) TH: Re7.1.I. TH: Re7.1.II.</p>		<p>thoughtful and well-articulated analysis.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		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 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> 1.1.12.C.1 1.1.12.C.2 <i>NJSLS-VPA 1.3 Performance</i> 1.3.12.C.1 1.3.12.C.2 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>	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	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.

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		<p><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 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.</p>	<p>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>	<ul style="list-style-type: none"> • 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:
		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 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>	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;	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.

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		<p>Interdisciplinary:</p> <p>WRITING NJSLS-W.11-12.10</p> <p>READING NJSLS-RI.11-12.7</p> <p>SPEAKING & LISTENING NJSLS-SL.11-12.1.c NJSLS-SL.11-12.1.d</p> <p>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.</p>	<p>extemporaneous. Yet speakers must have and show a thought out <i>Point of View</i>, a meaning behind the words of their speech.</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. • 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.

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		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. 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.		

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TH:Cn11.2.III.		
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	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

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		NJSLS-8.1.12.F.1		<p>Congress and <i>NJ Drama & Forensic League</i>).</p> <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.
<p>Unit 6: LINCOLN DOUGLAS DEBATE</p>	<p>8 weeks March to April</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> 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</p>	<p>Student(s) will form teams, choose a topic (Pro or Con) then compete in Lincoln-Douglas Debate format.</p> <p>Students will prepare a persuasive and informative speech to audience who will vote on winner of debate.</p> <p>Students will learn how to communicate and debate effectively as a team.</p>	<p>Students will</p> <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.

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>		<ul style="list-style-type: none"> • 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:
		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 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-</i>	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>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>		<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:
		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 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.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i>	

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</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 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>		

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.

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: (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>Visual and Performing Arts: All standards apply.</p> <p>Health/PE: NJSLA-ELA-Literacy.RI.11-</p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and execution of performances. 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>

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>12.7, <i>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-ELA-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>√ 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. 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>
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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.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i>	

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><u>NJSLS-VPA 1.1 The Creative Process</u></p> <p><u>NJSLS-1.1.12.C.1</u> Analyze examples of public speaking and speeches and their influence on history.</p> <p><u>NJSLS-1.1.12.C.2</u> 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><u>NJSLS-VPA 1.3 Performance</u></p> <p><u>NJSLS-1.3.12.C.1</u> 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>	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.	Preparation for the effective use of the power of word in a public speaking & debate setting.

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>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>

Unit Vocabulary:
<p>Essential: <i>Roberts Rules of Order</i> and compiled list of terms and definitions germane to Public Speaking & Debate.</p> <p>Non-Essential: N/A (but will reconsider as curriculum evolves).</p>

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-</p>	<p>Use of SAMR Model (Substitution Augmentation Modification Redefinition), technology will be used to enhance preparation and</p>	<p>√ Global Awareness - influence of the performing arts throughout history and across cultures)</p> <p>√ Civic Literacy – research of laws</p>	<p>√ Creativity & Innovation – in addition to assignment’s criteria,</p> <p>√ Media Literacy – use of media to enhance performance.</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>TH:Cn11.2.III</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</i>–</p> <p>TH:Cn11.2.III</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</i>–</p> <p>TH:Cn11.2.III</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</i>–</p> <p>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, ELA-Literacy.SL.11-12.1.c, ELA-Literacy.SL.11-12.1.d. NCAS</i>–</p> <p>TH:Cn11.2.III</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</i>–</p> <p>TH:Cn11.2.III</p> <p>Technology: Use of all technology to</p>	<p>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>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>√ 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: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
enhance performances. NJSLA- <u>ELA-Literacy.RI.11-12.7</u> . NCAS–TH:Cn11.2.III. 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: <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

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)). 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>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i></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>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>

Essential Questions:	Enduring Understandings:
<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>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>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. 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.</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>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>	<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>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 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>		

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):
<p>Elements of respectful debate Bill Writing Preparation of speech and debate Journals Facilitator monitored activities</p>	<p>Students will learn elements of, and prepare for, respectful and effective debate in Model Congress based upon a Facilitator designed rubric.</p>	<p>Perform an effective persuasive and informative speech and debate based upon Facilitator designed rubric.</p>	<p>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</p>

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

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- <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> 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> 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-</i>	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 powerful performance. Use of video and audio to enhance performance.	✓ 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 scientific findings that creative endeavor and activities are good for overall health.	✓ 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 performance. ✓ Information & Communication Technologies Literacy – to enhance

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.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</i></p> <p>Library. <i>NCAS–TH:Cn11.2.III.</i></p>			<p>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: *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* by Andrew Young; *Dead Man*

Resources:
<i>Walking (non-fiction book) by Helen Prejean, C.S.J. and Dead Man Walking a film by Tim Robbins.</i>

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.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i>	

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			

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 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 Visual and Performing Arts: All	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 powerful performance. Use of video and audio to enhance performance.	✓ 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 scientific findings that creative endeavor and activities are good for overall health.	✓ 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 performance. ✓ Information & Communication Technologies Literacy – to enhance performances. ✓ Communication & Collaboration – necessary to communicate ideas to

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>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>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>			<p>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>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).

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.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i>	

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:
<u>NJ STANDARDS</u> <u>NJSLS-VPA 1.1 The Creative Process</u>	Students will create and perform a speech to inform and persuade with minimal preparation.	Students will learn elements of effective role play, critically think, analyze information, create, perform, and

Relevant Standards:	Learning Goals:	Learning Objectives:
<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>READING</p> <p><i>NJSLS-ELA-Literacy.RI.11-12.7</i> Integrate and evaluate multiple sources of information</p>	<p>In addition, students will listen to speakers' information, then critically think and analyze information to make a crucial decision.</p>	<p>communicate effectively in a public setting with minimal preparation, and perform a coherent, rational, and connected informative and persuasive speech.</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>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 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</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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> <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>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>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Self-Critique			

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-<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>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>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>			

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>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i></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</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>

Essential Questions:	Enduring Understandings:
<p>outstanding? How can a speaker impress upon an audience enthusiasm for their topic? Why is it important for a public speaker to be able to “think on one’s feet”? How can a persuasive or informative speaker appeal to the mind of a listener? How can a persuasive or informative speaker appeal to the heart of a listener? How can a persuasive or informative speaker appear credible and ethical to a listener? Why is eye contact one of the primary skills that a public speaker should possess? 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> <i>NJSLS-VPA 1.1 The Creative Process</i> <i>NJSLS-1.1.12.C.1</i> Analyze examples of public speaking and speeches and their influence on history. <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. <i>NJSLS-VPA 1.3 Performance</i> <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,</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>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 thoughtfully to diverse perspectives;</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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 evaluate artistic work.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<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>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>

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: (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</p>	<p>Use of SAMR Model (Substitution Augmentation Modification)</p>	<p>√ Global Awareness - influence of the performing arts throughout</p>	<p>√ Creativity & Innovation – in addition to assignment’s criteria,</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>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-Literacy.RI.11-12.7, ELA-Literacy.SL.11-12.1.c, ELA-</i></p>	<p>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>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>√ 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.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. NCAS–TH:Cn11.2.III.</u></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:

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

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.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction.</i>	

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><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>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.</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 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>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 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>		

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):
Preparation of speech. Journals Facilitator monitored activities Class discussions Check individual progress by	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 to create and perform an effective speech. Speech will lead to formative and summative preparation and performance assessments based upon Facilitator designed rubric.

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

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: (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-<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-</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>

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>12.7, <i>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-ELA-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>√ Information Literacy – essential for research on a topic or issues to inform and persuade audience.</p>

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