

(1) Intro to Course

Content Area: **ELA**
Course(s): **Public Speaking**
Time Period: **Marking Period 1**
Length: **0.5 week**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Intro to Course & Course Goals	1	0.5
Instructional Techniques/Speech	1	2.5
Informational Techniques/Speech	1	3
Persuasive Techniques/Speech	1 & 2 (overlaps)	3
Interviewing (College & Job)	2	3
Dawg Talks & Course Wrap-Up	2	4

Unit Overview

- Introduction to course structure, goals, skills, and rubric
- Benchmark data for students created

Enduring Understandings

- Public Speaking requires a set of skills that can be learned. It is not a skill set you simply have (or don't have) innately.
- Almost every public speaker requires extensive practice, preparation, and anxiety reduction skills to perform well.
- Growth in these skills requires self-evaluation, planning, strategy, and practice.

Essential Questions

- What will we cover in this class, and what will we learn/do this semester?
- How can I do well in the course?
- What is my present skill level, and what do I most need to work on? What skills have I already mastered?

New Jersey Student Learning Standards (No CCS)

LA.RI.11-12.7	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.
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Interdisciplinary Connections

HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Technology Standards

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

21st Century Themes/Careers

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
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Financial Literacy Integration

N/A

Instructional Strategies & Learning Activities

- examine course content using Course Overview handout
- analyze Taylor Mali's "Like You Know" performance (video) to create criteria for strong speaking techniques
- compare that analysis to course goals & rubrics (provided via classroom visual aides & handouts)
- students give first mini-speech (introducing themselves), which also provides baseline data
- students perform self-analysis of that mini-speech to analyze their current skill levels & areas in which they need growth
- online Student Survey (provides students the opportunity to ask individual questions & provide individual information that will help them/the teacher throughout the course)
- for Fall semester: Back to School Night Parent Survey (provides parents the opportunity to ask individual questions & provide individual information that will help students/the teacher throughout the course)

Differentiated Instruction

- Students individually determine areas of strength & weakness using course goals & rubrics
- Teacher conferences with each student to provide individual resources & suggestions based on those self-evaluations
- Student/parent surveys provide opportunities for individual questions, interests, and needs to be discussed

Formative Assessments

- student introductory mini-speeches

Summative Assessment

- N/A

Benchmark Assessments

- student introductory mini-speeches

Alternate Assessments

- N/A

Resources & Technology

- Taylor Mali's ["Like You Know"](#)
- [Course Overview](#), [Course Goals](#), [Course Rubric](#), [Skill Breakdown](#)

BOE Approved Texts

N/A

Closure

- Individual self-evaluations & goal setting to set the stage for upcoming units/instruction

ELL

- Use of more extensive notes while speaking (may be partially or fully scripted)
- Use of captions on video
- Oral & shortened responses for self-evaluation
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (oral self-evaluation)
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Stand near the student when giving directions or presenting a lesson.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Have student restate information
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space

- Peer or scribe note-taking
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Cue/model expected behavior
- Use de-escalating strategies

Gifted and Talented

Offer choice

Speak to Student Interests

Encourage risk taking