

## (2) Instructional Techniques/Speeches

Content Area: **ELA**  
Course(s): **Public Speaking**  
Time Period: **Marking Period 1**  
Length: **2.5 weeks**  
Status: **Published**

### Course Pacing Guide

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Unit	MP/Trimester	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	2	4

### Unit Overview

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- Using personal experience, reflection, and video analysis, create criteria for effective instruction & instructional strategies
- Using personal experience, reflection, and video analysis, create criteria for effective body language, eye contact, tone, and volume
- Using personal experience, reflection, and video analysis, create criteria for effective opening & closing strategies
- Understand how to consider, assess, and meet audience needs in speeches
- Understand & choose strategies for planning & rehearsing speeches
- Plan & deliver an instructional speech
- Participate in and assess peers' instructional speeches

### Enduring Understandings

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- Effective instructional speeches must assess and meet the audience's needs
- Strong openings help generate interest & investment in speeches; strong closings help create closure and understanding of key ideas
- Effective instruction requires preparation, rehearsing, and attention to detail
- Effective public speaking requires mastery of body language, eye contact, volume, and tone

## Essential Questions

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- What makes an effective instructional speech? How do I prepare to deliver one?
- How can I assess audience needs?
- How can I open & close speeches effectively?
- What strategies for rehearsing work best for me?
- How do I improve my command of body language, eye contact, volume, and tone?

## New Jersey Student Learning Standards (No CCS)

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LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions

of the discipline in which they are writing.

LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.10	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.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

LA.L.9-10.3

Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Amistad Integration**

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Sources for video analysis activity include representation of African-American and LatinX Americans.

Willer's video suggests ways students can learn to respectfully engage with people with different experiences, perspectives, and backgrounds

Student-chosen topics may center around questions of race & African-American history/contemporary experiences

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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N/A for this unit

## **Interdisciplinary Connections**

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HPE.2.1.12.E.CS2

Stress management skills impact an individual's ability to cope with different types of emotional situations.

HPE.2.2.12.A.CS2

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

HPE.2.5.12.A.CS1

Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

HPE.2.5.12.B.2

Apply a variety of mental strategies to improve performance.

HPE.2.5.12.B.CS1

Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

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.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

## Technology Standards

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TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## 21st Century Themes/Careers

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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## Financial Literacy Integration

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N/A for this unit

## Instructional Strategies & Learning Activities

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- Reflective writing: what effective (and ineffective) instruction have you experienced in the past? What made it effective/ineffective, and why?
- Video analysis: view, analyze, evaluate, and compare/contrast various videos of instruction for their effectiveness
- Create a list of criteria for effective instruction that will form the foundation of the unit, including assessment of speeches
- Opening & closing strategies: brainstorm & apply techniques, examine teacher-provided examples of each
- Full group discussion: what do you need to find out about your audience in order to prepare most effectively? Students will then enact strategies developed (surveys, interviews, targeted resource persons).
- Spontaneous Speaking Game: use topic cards to generate 1 minute mini-speeches targeting particular skills (body language, eye contact, tone, volume)
- Each student will select & research a skill to teach in an individual instructional speech. They will research their topic as needed, consider audience needs, outline that speech, and select rehearsal strategies from a teacher provided list (which we will then evaluate/debrief on after each speech)
- Speeches delivered in class; students will listen to, participate in, and assess each others' work
- Individual debrief/reflection activity (either oral or written) to discuss individual performance, growth,

needs, and skills in this unit

### **Differentiated Instruction**

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- individualized topic selection to allow for age/developmental appropriateness
- tiered learning targets (in part based on self-assessment in previous unit)
- individualized feedback based on current levels of development/achievement/need
- mastery Learning (feedback toward goal)
- game-based Learning

### **Formative Assessments**

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- Spontaneous speaking game -- skill-based formative assessment
- Speech outline -- content & structure based formative assessment

### **Summative Assessment**

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- Final Instructional speech

### **Benchmark Assessments**

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- Final Instructional speech

### **Alternate Assessments**

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- All students complete the same major assignments, but have significant choice in their topic & method of approach to that speech, as long as they address key skills for the unit

### **Resources & Technology**

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- Instructional videos to view/analyze to create unit criteria (varies each semester to reflect student interests)
- Model outlines from previous semesters' students

## **BOE Approved Texts**

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N/A

## **Closure**

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- Daily strategies: exit tickets, Google Doc sum-ups, index card assessments
- Final closure: individual student self-assessment of performance & growth in this unit

## **ELL**

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- 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**

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- 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
- Give progress reports/completion grades instead of standard grades
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## 504

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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

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Examples may include:

- 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
- Provision of notes or outlines
- No penalty for spelling errors or sloppy handwriting
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking