

Unit 4: Speaking for a Variety of Purposes

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Belleville Public Schools

Curriculum Guide

Public Speaking, Grades 9 - 12

Unit 4: Speaking for a Variety of Purposes

Belleville Board of Education

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Unit Overview

This unit is an overview of the most common types of speeches: Informative, persuasive and special occasion, and how to prepare for and evaluate the effectiveness of each.

In this unit, students should expect to learn:

- The defining feature of an informative speech and how to develop one
- How to adapt information to help an audience understand and retain information
- How to prepare and deliver informative, persuasive and special occasion speeches.
- How to develop a persuasive speech using logical reasoning and emotional appeals
- How to establish credibility
- How to adapt a special occasion speech to an audience
- The rules for extemporaneous and impromptu speeches in a competition
- How to evaluate informative, persuasive and special occasion speeches.

NJSLS

LA.9-10.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.9-10.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.9-10.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.9-10.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.9-10.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.9-10.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.9-10.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.9-10.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.9-10.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.9-10.L.9-10.2.C	Spell correctly.
LA.9-10.RI.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.9-10.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.9-10.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.9-10.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.9-10.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LA.9-10.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.9-10.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.9-10.W.9-10.1.A	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.9-10.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.9-10.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.9-10.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.9-10.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.9-10.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.9-10.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.9-10.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.9-10.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.9-10.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.9-10.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.9-10.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.9-10.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.9-10.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.9-10.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.9-10.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
LA.9-10.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.9-10.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.9-10.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.9-10.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.
- LA.9-10.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.9-10.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- LA.9-10.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.9-10.W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- LA.9-10.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.9-10.W.9-10.9.A Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- LA.9-10.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.9-10.RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
- LA.9-10.W.9-10.9.B Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- LA.9-10.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- LA.9-10.W.9-10.1.B Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.9-10.W.9-10.1.C 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.9-10.W.9-10.1.D Provide a concluding paragraph or section that supports the argument presented.
- LA.9-10.RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters

	uncertain.
LA.9-10.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.9-10.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.9-10.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.9-10.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.9-10.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.9-10.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.9-10.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.9-10.L.9-10.1.A	Use parallel structure.
LA.9-10.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.9-10.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.9-10.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.9-10.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.

Exit Skills

1. Explain the differences between verbal and nonverbal communication/language;
2. Demonstrate a positive attitude toward and an appreciation of the English Language and the art of communication/speaking;
3. Explain what is meant by propaganda and identify the most commonly used propaganda techniques;
4. Demonstrate proficiency in reading, listening to, interpreting, and responding to a variety of materials. Students will demonstrate proficiency in understanding the demands of audience and the composing process in relation to that audience;
5. Demonstrate proficiency in speaking and the oral communication process in a variety of situations and for a variety of audiences;
6. Demonstrate proficiency in using listening skills to gain information and to exchange ideas
7. Demonstrate a knowledge of language by applying a broad, enriched vocabulary in their reading, writing, speaking and listening activities
8. Identify and define the elements of communication;
9. Identify how and why communication skills are important in life;
10. List and explain the steps of the communication process, and explain the qualities that make someone an

effective communicator;

11. Identify and define each of the key characteristics of vocalization;
12. Identify skills for critical and active listening;
13. Evaluate a speech with an oral and written critique;
14. Explain the qualities that make someone an effective communicator.

Enduring Understanding

1. Communication involves both speaking and listening.
2. Communicators are senders and receivers of information.
3. Communication involves exchanging both verbal and non-verbal information.
4. Public speaking is an important skill that can be applied in a variety of modes to a variety of different situations.
5. A speaking opportunity must be analyzed in terms of purpose, audience, speaker, and message.
6. Effective speakers critically evaluate other speakers and are able to articulate suggestions into constructive feedback.
7. An effective public speaker may inform, persuade, entertain, inspire, and more.
8. Utilizing Aristotle's concepts of Ethos, Logos, and Pathos will help yield more effectively written speeches, especially in the persuasive mode.
9. An effective public speaker considers the audience and demonstrates pathos by adapting the speech as needed to fit the needs of the audience.
10. An effective public speaker demonstrates outstanding ethos.
11. An effective public speaker utilizes sufficient and cogent information to create sound logos.
12. An effective public speaker is also a willing and competent listener.
13. Effective speakers may gain confidence through relaxation and stress-reduction techniques, preparation and planning, and practice.
14. Effective speakers are able to apply the constructive feedback offered to them by others when appropriate.
15. Effective speakers modulate their voice, tone, and content to apply appropriately in informal and formal situations.
16. Effective speakers minimize the use of verbalized pauses.
17. Effective speakers select suitable topics according to the required speech purpose, personal interests/skills, and the audience's interests.
18. Effective speakers understand and apply the benefits of self-evaluation and peer-evaluation.
19. Effective speakers utilize and incorporate technology as needed to enhance speeches.
20. Effective speakers recognize the importance of body language in communicating ideas.
21. Effective speakers are physically, verbally, and vocally expressive.
22. Effective speakers successfully analyze theme, characterization, and tone in order to interpret a variety of literary genres vocally and physically.
23. Appropriate use of kinesics can improve the overall effect of a speech; inappropriate use of kinesics can distract or detract from the speech.
24. Appropriate use of eye contact helps a speaker connect with and engage the audience.
25. Eye contact helps the speaker exude confidence.
26. There are a variety of methods speakers can use to combat stage fright.
27. A speaker's tone must match the content of the speech and the occasion for the speech.

28. In the course of a debate, an effective speaker utilizes appropriate methods of discourse and presents disagreements in a respectful but well-supported manner.
29. An effective speaker utilizes pauses and vocal modulation to enhance speeches and help convey meaning.
30. An effective speaker modulates pace to allow the audience sufficient time to process and/or respond to information.
31. An effective speaker practices and rehearses speeches.
32. Appropriate visual aids may enhance presentations.
33. Collaboration may help speakers prepare more effective speeches.
34. Effective collaborative speeches utilize and feature the strengths of all participants.
35. Effective public speakers do not undermine their own ethos or that of co-presenters.
36. Effective public speaking skills help to build self-esteem.
37. There is a difference between listening and hearing; effective public speakers master both skills.
38. Outlines are a useful tool for preparing speeches.
39. Monroe's Motivational Sequence may be effectively applied to a persuasive speech.
40. Effective public speakers analyze audiences and situations and, accordingly, incorporate appropriate language choices (general language vs. specific jargon, etc.).
41. Effective public speakers avoid the use of slang and clichés.
42. Effective public speakers utilize stylistic and/or rhetorical devices when appropriate.
43. Effective public speakers conduct necessary research to find and incorporate accurate, relevant, and thorough support.
44. Effective public speakers organize their information and utilize transitional devices.
45. Understanding propaganda techniques can help analyze the merits of a persuasive speech.
46. Logical Fallacies will detract from the persuasive merits of a speech.
47. Application of Maslow's hierarchy of needs can illustrate whether or not a proposal offered in a speech will successfully satisfy an audience.
48. A speaker's oral interpretation may add to the dramatic impact of a piece of writing.
49. A speaker's word choice may affect an audience's reaction to a speech.
50. The efficacy of a speaker affects the impact and clarity of a speech's overall message; ineffective delivery of a speech may render the speech's content meaningless.

Essential Questions

1. What skills does one need to deliver an effective speech?
2. How does the delivery of a speech affect its overall impact and efficacy?
3. How does the content and organization of a speech affect its overall impact and efficacy?
4. Why do people fear speaking in front of others, and how can a speaker effectively address such fears?
5. What are the benefits of good public speaking skills?
6. What are the different purposes for which one may deliver a speech?
7. How can one prepare for a speech?
8. How may a person deliver an effective speech in an impromptu situation?
9. What are the ways to organize speeches?
10. What is the difference between hearing and listening?
11. What steps may a person take to improve his or her speaking and listening skills?
12. What are the major obstacles to effective listening?

13. What is communication?
14. How can nonverbal communication affect a speech?
15. What are the elements of an effective speech?
16. How does an audience affect a speech?
17. How may a speaker gain confidence?
18. How does a speech demonstrate a speaker's confidence?
19. What ethical responsibilities must a speaker meet?
20. How may visual aids be used effectively in a speech?
21. How may technology be usefully employed by an effective speaker?
22. What elements must a speaker consider before writing and delivering a speech?
23. Why is practice vital?
24. How may a speaker effectively utilize supporting materials and information?
25. How should a speech be organized?
26. How may research improve the content of a speech?
27. What stylistic and/or rhetorical techniques may improve a speech, and how should a speaker incorporate them?
28. What does it mean to offer constructive feedback?
29. How should a speaker apply constructive feedback?
30. How is a debate different from other speaking opportunities?
31. How should literature be interpreted orally?
32. What oratory elements lead to effective delivery?
33. How can a speaker ensure clarity?
34. How is public speaking similar to and different from everyday conversation?
35. How does a speaker ensure that a speech is appropriate for a particular audience?
36. How does a speaker ensure effective ethos, logos, and pathos?
37. How and what can speakers learn from exemplars?
38. What makes a speech unforgettable?
39. How may a speaker best connect with an audience?
40. How may a speaker improve vocally, physically, and verbally?
41. What criteria should one use to evaluate a speech?
42. Why is self-evaluation important?
43. What makes a speaker genuine?
44. What motivates an audience?
45. How may a student incorporate public speaking skills into all classes and future endeavors?

Learning Objectives

After completing Unit 1 The Communication Process, students will be able to:

- Identify and define the elements of communication;
- List and explain the steps of the communication process, and explain the qualities that make someone an effective communicator;
- Explain the differences between verbal and nonverbal language;
- Identify and define each of the key characteristics of vocalization;
- Identify skills for critical and active listening;

- Explain what is meant by propaganda and identify the most commonly used propaganda techniques;
- Evaluate a speech with an oral and written critique;
- Tell jokes in character voices;
- Research career employment opportunities that rely upon non-verbal communication;
- Read "spooky" stories.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.B	Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
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.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Alignment to 21st Century Skills & Technology

Mastery of key subjects and 21st century themes is essential for all students in the 21st century. Key subjects include:

- English Language Arts
- Visual and Performing Art
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

- SMARTBoard
- MS Word
- MS Excel

- MS PowerPoint
- Webquest
- Google Classroom
- Google Docs
- Podcasts
- Webcasts
- Laptops
- YouTube
- TeacherTube
- DVD
- Streaming
- Skype
- Blogs
- Wikis
- Twitter
- Movie Making
- Online research
- Photostories
- Ted Talks
- Game-based Learning

Differentiation

Flexible grouping

Learning centers

Independent study

Tiered assignments

Adjusting questions

Student choice activities

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology

- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Speech for Essential Communication

Fictional reading selections

Non-fictional reading selections, including speeches

Teacher created materials

Internet sources

Suggested Activities

1. Assign a diverse set of tasks/speaking situations such as persuasive, informational, demonstrative, personal, dramatic, interpretive, and analytical speeches.
2. Introduce the vocabulary and meta-language necessary to comment precisely on the speech patterns of professional speakers/authors, peers, and themselves.
3. Define and model the effective, articulate, fluent use of language in both formal and informal discourse. Demonstrates and incorporates opportunities for effective delivery strategies (e.g., eye contact, kinesics/body language, inflection, volume, intonation, articulation) on a daily basis.
4. Model, illustrate, or teach a variety of organizational strategies such as focusing idea, sequence, repetition, transition words, etc.
5. Create a classroom atmosphere which encourages interaction, inquiry, and the free, fluid exchange of ideas. Incorporates sources, including but not limited to historical texts, prose fiction, contemporary reference texts or periodicals, drama, poetry, film, etc.
6. Provide, model and assign informative/explanatory texts to examine and convey complex ideas, concepts, and information

clearly and accurately through the effective selection, organization, and analysis of content that:

- a. Introduces a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;
 - b. Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - d. Establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provides a concluding statement or section that follows from and supports the argument presented.
7. Provide, model and assign the method to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences that:
- a. Engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - c. Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
8. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
9. Create a supportive atmosphere in the classroom where students are encouraged to listen, think, and openly respond to both teacher and peers that:
- a. Creates a real context to perceive the benefits of effective listening and subsequent inquiry.
 - b. Plans time for peer question and answer or workshop/suggestion sessions before, during, or after tasks or speeches to focus on strengths and weaknesses.
 - c. Models, illustrates, or teaches constructive ways of interacting with other speakers and commenting on the content of their speech.
10. Prepare students for a multitude of speaking experiences by presenting them with activities modeled after, but not limited to historical texts, prose fiction, contemporary reference texts or periodicals, drama, poetry, film, etc.
11. Provide resources include supplementary works found in printed materials, web sites, and multimedia that:
- a. Provides vocal drills that emphasize the use of voice to convey the hidden meanings in statements and words:
 - b. Creates a series of sentences to read aloud with as many different intonations as possible.
 - c. Practices reading the alphabet in differing moods (such as sadness, happiness, boredom) or selecting one letters as the favorite will clarify both diction and vocal color.
12. Assign a reading (oral interpretation) from any prose piece; this may include a famous speech, a short story, an essay that is prepared for an interpretative delivery, not as the original speaker would have done it, but as this speaker conceives its dynamism and contemporary audience appeal. Introduce information needed to understand the piece, including information on the he author, and/or the circumstances under which it was written.
13. Assign a reading (oral interpretation) from children's literature.
14. Assign a Valedictory address to the Class of (), whereby students are encouraged to reflect upon their four years of high school and present a speech where they summarize the past and predict the future for their class.
15. Students will prepare a thirty second radio commercial for a real or fictitious product, using music, sound effects, and different voices. The commercials must be recorded and played back using appropriate audio and/or video technology.
16. Expose students to several methods of non-verbal communication and assign a project, including a poster or sign, a power point presentation, charades, pictionary and pantomime.
17. Assign vocal exercises including increasingly difficult "tongue twisters" in order to learn the techniques needed to articulate sounds, words, and sentences clearly.
18. Assign non-verbal communication activities that force students not use any form of verbal communication. All

communications must be performed by means other than voice or writing.

19. Assign activities that use body language to communicate, including Pantomime to illustrate and teach the principles of the use of effective physical stance and movement to aid speech communication. Each student writes a scenario for a plot-oriented sceneto be acted for the class, with emphasis on broad, elegant movements.