Extemporaneous Speaking

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "It usually takes me more than three weeks to prepare a good impromptu speech." – Mark Twain

Summary: This unit centers on the importance of effective communication including listening, viewing, speaking, and nonverbal movement skills. The unit enables students to use language, voice and movement to develop collaborative, interpersonal and intrapersonal skills. The students will understand the importance of communication by creating and answering interview questions, presenting extemporaneous responses and speeches, and utilizing para language techniques. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete mock interviews, anecdotal accounts, pantomime and communication activities, and informational, motivational and persuasive presentations. This unit will consist of a competitive speech event which provides an opportunity for students to rehearse various speaking techniques to engage, motivate, and/or persuade an audience. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic portfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.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.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.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.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.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.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.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.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.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
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.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S.

	and/or global history.
LA.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.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.C	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.W.11-12.1.D	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.9-10.1.D	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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.11-12.2	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.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop 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.
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.11-12.2.C	Use 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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.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.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.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.W.11-12.3.A	Engage and orient 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.
LA.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.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.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	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).
LA.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.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.W.11-12.3.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.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.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.11-12.4	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.11-12.7	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.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.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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.11-12.1.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.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.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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.11-12.1.C	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.
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.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing

	the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	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.9-10.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of 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.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.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.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.9-10.2.C	Spell correctly.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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, its etymology, or its standard usage.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position

	or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.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.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.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.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.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.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.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	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.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Essential Questions

- How does active listening enhance class discussions and collaborative activities?
- How are a notebook or evidence files useful to increase awareness of the world around us and in analyzing current events?
- How do ethos, pathos, and logos strengthen the persuasive nature of impromptu, extemporaneous, radio, panel, and retold speaking?
- How does effective speech build confidence?
- How does the Toulmin model strengthen the arguments which competitors assert?
- How does understanding the various types of non verbal communications.enhance discussions, interviews, and presentations?
- How does utilizing communication skills and body language enhance the delivery of a speech?
- How might a log of personal information increase understanding while analyzing current events?
- What are different types of non verbal communication?
- What are the barriers of effective listening?
- What are the methods of nonverbal communication?
- What are ways propaganda is used currently?
- What constitutes effective listening?
- What criteria guide the selection of appropriate content for a retold speech?
- What criteria guide the selection of appropriate content for an impromptu or extemporaneous

speech?

- What makes effective non verbal communication and para language?
- What tips should the speaker use to make the most of preparation time during the competition rounds?

Enduring Understandings

Students will understand [that] . . .

- an effective oration provides clear organization and coherent arguments
- audience analysis proves essential to establish a motivational link
- collaboration allows for sharing of various counterarguments, concessions, and understanding
- knowledge of question techniques during an interview
- presenters' use of language including the emotional to appeal to the audience
- presenters' use of persuasive, informative, inspirational, and motivational material
- presenters' use of verbal, nonverbal, and para language strategies enhance communication
- propaganda is a tool used to distort the truth.
- rhetorical devices strongly influence how a consumer perceives a message.
- speakers focus on critical reading skills
- speakers focus on determining speech effectiveness
- speaking with limited preparation often requires the orator to rely on personal experience
- successful persuasion requires credible support
- the importance of the experience of authentic presentations

Students Will Know

- Am extemporaneous speech can be supported through the use of appropriate facts, stories, quotations, definitions, and descriptions
- Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.
- Audience demographics must be taken under consideration when choosing topics or content for limited preparation events
- Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- How a presenter deterimines the needs of an audience using narrative,anecdotal examples during an extemporaneous speech
- How basic oratorical skills in both language usage and delivery effects communication
- How determining the purpose and/or claim of a presentation enhances understanding
- How developing communication skills creates opportunities for advocacy
- How developing para language skills enhances communication

- How effectively listening skills during an extemporaneous lecture, discussion, or speech enhances communication
- How methods of non verbal communication effects an audience
- How public speaking challenges the individual to behave ethically
- How public speaking challenges the individual to consider audience diversity
- How public speaking skills empower the individual
- How the audience of a small setting utilizes various methods of communication
- How the public speaking process is audience centered
- How the use of narrative, anecdotal presentations affect an audience
- How to articulate ideas into effective dialogue
- How to become effective listeners
- How to determine characteristics of effective speakers
- How to determine the needs of an audience
- How to evaluate interviewees and interviews methods to effectively guide an interview
- How to gain confidence in communication activities
- How to identify skills in effective listening
- How to use effective listening and speaking skills during small group settings
- How various types of non verbal communication are effective
- Incorporating elements of ethos, pathos and logos into one's speech can augment positive audience reception.
- Several popular strategies used by the media to inform, persuade, entertain and transmit ideas.
- Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- That a extemporaneous persuasive speech uses a topical format or problems-causes-solutions order.
- Use of the Toulmin model strengthens the assertions in one's speech.

Students Will Be Skilled At

- Adapting extemporaneous speech to a variety of contexts and tasks, demonstrating a command of effective speaking techniques.
- Brainstorm and decide upon a topic that is interesting to both the speaker and the audience
- Brainstorm ways to augment ethos, pathos and logos in an extemporaneous
- Collaborating with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Construct a log, notebook, or evidence files which outlines possible content to use in an impromptu, extemporaneous, or panel speech
- Establishing confidence in communication activities.
- Evaluate (self and others') speeches, with special consideration of organization, content, and delivery
- Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Identifying characteristics of effective speakers
- Identifying skills in effective listening.

- Learn the purposes of speeches: to inform, to persuade, to entertain, to motivate and for special occasions
- Outline an impromptu, extemporaneous, radio, or retold story or speech
- Outline three evidence sources to support three different claims in an impromptu or extemporaneous speech
- Presenting information, personal experiences, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed.
- Recognize and evaluate the use of ethos, pathos and logos in a conversation or extemporaneous speech
- Rehearse and deliver one of the outlines for a limited preparation event with appropriate verbal and nonverbal delivery components
- Understanding the various types of non verbal communications.
- Utilizing communication skills and body language to enhance the delivery of a speech: eye contact, posture, stance, voice projection, intonation, volume, and vocal expressiveness.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Activities (self and cooperative) for Effective Listening skills
- Construct a log or notebook which outlines information gathered from media sources regarding significant current events.
- Creation and rehearsals of a Mock Interview with opportunities for extemporaneous responses
- Creation of Self-Reflection Critique Rubric and Response
- Development of electronic portfolios for self-reflection and assessment
- Development, Draft, Revision of an extemporaneous speech
- Incorporate evidence sources to support claims while delivering limited preparation events which permit such.
- Maintain a log of brainstormed ideas and observations on ways to augment one's ethos, pathos, and logos in the respective event(s) which one participates.
- Outline an impromptu, extemporaneous, radio, or retold speech

- Peer evaluate platform speeches in a classroom setting before entering them at a tournament. Provide feedback to help students perfect their organization, content, and delivery.
- Presentation of an Extemporaneous Speech
- Presentation of College and Career Mock Interviews
- Self assess your own presentations, with consideration for areas to improve in organization, content and delivery.

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the nineth through twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

This unit will focus on "Extemporaneous Speaking" and is centered on the quotation from Mark Twain: "It usually takes me more than three weeks to prepare a good impromptu speech."

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Students will be taught how to speak and listen in addition to being assessed on these skills.

Learning expectations in Forensics: Advanced Speech and Debate will demonstrate close and analytical reading to comprehend a range of increasingly complex literary and informational texts. The lessons and activities will produce effective and well-grounded writing for a range of purposes and audiences. The students will employ effective speaking and listening skills for a range of purposes and audiences, including persuasive, motivational, and informative. The presentations will include debatable categories, extemporaneous speeches, dramatic performances, and original oratory. The course will provide students active engagement in research /inquiry to investigate topics and to analyze, integrate, and present information.

The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing.

Students will participate in individual, partner and group activies including Literature Circles, Socratic Discussions, Jigsaw Methods, Debates, Mock Congress, and other Cooperative Learning activities.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Oral Presentations Made Easy! by Paul B. Janeczko

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Exceprts from commonlit.org

NonFiction Text (Short, Long)

Library media databases including Facts on File, Ebsco, and Points of View

Visual Text (Art, Photography, Infographic, Film)

Online website including youtube.com, Library of Congress, and other databases

Independent/Small Group Reading:

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Speaking and Listening

Models of online sources including nflonline,org, speechanddebate.org, Library of Congress, and historical foundations

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated power points on thesis and essay development

Research:

Easybib.com

MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08

Purdue Owl:https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Teacher Resources

- Buys, Sill, and Beck Text- Speaking by Doing
- Carlin and Paync Text- Public Speaking Today
- Glencoe McGraw Hill Text- The Basics of Speech
- McGutcheon, Schaffer, and Wycoff Text- Glencoe Speech
- Nextext- Essentials of Speech
- Online website including youtube.com
- Online websites including www.library of congress.com
- Online websites including www.nflonline.org (National Forensic League).
- Online websites including www.speech and debate.org (National Speech and Debate)
- Use of Whiteboard Technology using various search engines and websites.

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes

- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan

- Access speech-to-text function on computer.
- Adhere to IEP and 504 guidelines and strategies.
- Differentiate roles in discussion groups
- Individualize choice of topics.
- Individualize reading choices based on ability and level.
- Manage executive function challenges by scaffolding process and amending deadlines.
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Offer oral assessments.
- Scaffold reading by chunking text.
- Small group and one on one assessment.
- Supply study guide questions and access to class notes.
- Use art, music, and film to convey alternate interpretation of literature and assessment.
- Use digital technology, eBooks, audio version of printed text.