

# Public Speaking and Effective Modern Communication

**Content Area:** English Language Arts (9-12)

**Time Period:** Semester Course

**Length:** 20 weeks (about 4 and a half months)

**Not Published**

## Course Overview

This public speaking course offers a comprehensive approach to developing essential communication skills across various contexts. In Unit 1, students explore the fundamentals of communication, including verbal, non-verbal, and group communication, while mastering active listening and audience analysis. Through role-plays, discussions, and presentations, students practice different communication types and work toward informative and persuasive speech presentations.

Unit 2 emphasizes advanced speaking skills, focusing on persuasive communication, impromptu speaking, and speeches for special occasions. Students learn to construct compelling arguments, adapt to spontaneous situations, and craft speeches that resonate emotionally with their audience. By Unit 3, the course shifts toward structured debate and argumentation, introducing students to formal debate formats and the strategies needed to defend positions and engage in rebuttals, fostering critical thinking and teamwork.

In Unit 4, the course highlights the art of storytelling as a powerful communication tool, enabling students to captivate audiences through narrative techniques. Finally, Unit 5 prepares students for professional communication by focusing on group presentations, virtual communication, cross-cultural interactions, and essential career skills like resume writing and interview techniques. This curriculum equips students with the tools to excel in both personal and professional speaking environments.

## Course Name, Length, Date of Revision, Curriculum Writer

Public Speaking and Effective Modern Communication

Semester Course

August 2024

Catherine Zank

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# Unit 1: Foundations of Public Speaking

Content Area: **Language Arts**  
Course(s): Public Speaking and Effective Modern Communication  
Time Period: Semester Course  
Length: 4-5 weeks  
Status: **Published**

## Summary of the Unit

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This opening unit explores the various elements and types of communication, with a focus on understanding the communication process, mastering different communication types, and enhancing public speaking skills. Over 4-5 weeks, students will engage in activities that build their understanding of communication fundamentals, including verbal, non-verbal, written, visual, formal, informal, lateral, downward, upward, horizontal, mass, and group communication. They will practice these skills through role-plays, discussions, and presentations. The unit also covers active listening skills, audience analysis, topic selection, and persuasive speaking, culminating in informative and persuasive speech presentations.

## Enduring Understandings

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- The communication process involves multiple components that work together to ensure messages are accurately conveyed and understood.
- Different types of communication serve various purposes and contexts and mastering them enhances interpersonal and professional interactions.
- Effective communication requires both verbal and non-verbal skills, and understanding their interplay is crucial for clear and impactful messaging.
- Active listening is a fundamental skill that improves understanding, reduces misunderstandings, and strengthens relationships.
- A well-structured informative or persuasive speech includes a clear introduction, organized content, and a strong conclusion, with the use of evidence and rhetorical strategies to engage and persuade the audience.

## Essential Questions

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- What are the key components of the communication process, and how do they interact?
- How can understanding and applying different types of communication enhance personal and professional interactions?
- What strategies can be employed to effectively use verbal and non-verbal communication to support and convey messages?
- How does active listening contribute to effective communication and relationship building?
- What are the essential elements of a well-structured informative and persuasive speech, and how can they be used to engage and persuade an audience?

## **Summative Assessment and/or Summative Criteria**

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**Personal Introduction Speech:** Prepare and deliver a 2-3 minute personal introduction speech.

**Active Listening Reflection:** Write a reflection on active listening experiences, including challenges faced and insights gained.

**Communication Process Role-Play Evaluation:** Participate in and evaluate role-playing scenarios focused on the communication process.

**Informative Speech Presentation:** Deliver a 5–7-minute informative speech using a detailed outline, visual aids, and evidence.

**Persuasive Speech Outline:** Develop an outline for a persuasive speech incorporating ethos, pathos, and logos.

## **Resources**

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Handouts (Shared Drive): [https://drive.google.com/drive/folders/1ypJLull7nAsqQHvBFF9aopK\\_Q7k-TbTa?usp=drive\\_link](https://drive.google.com/drive/folders/1ypJLull7nAsqQHvBFF9aopK_Q7k-TbTa?usp=drive_link)

[Foundation of Public Speaking](#)

[Communication Games and Activities](#)

[Active Listening Activity Peer Interviews.pdf](#)

[Assignment 2 Comm. Process.pdf](#)

[Notes The Communication Process \(1\).pdf](#)

[Student Active Listening Notes.pdf](#)

[Communication Process Assignment.pdf](#)

[Notes Active Listening.pdf](#)

[Well- Structured Informative Speeches](#)

[Speech Examples](#)

Videos:

[Communication process](#)

[Types of communication explained with proper examples | #learning #communication](#)

<https://www.youtube.com/watch?v=5NWl3iTk1KY&pp=ygUUaW5mb3JtYXRpdmUgc3BIZWN0ZXM%3D>

<https://www.youtube.com/watch?v=7zentBmmUc&pp=ygUUaW5mb3JtYXRpdmUgc3BIZWN0ZXM%3D>

Persuasive Techniques Playlists:

[https://youtube.com/playlist?list=PL-Sxqogrs9zUDzFlnR76Kn73nA9GVH1A3&si=z1vMhP\\_Ka8JXxgkK](https://youtube.com/playlist?list=PL-Sxqogrs9zUDzFlnR76Kn73nA9GVH1A3&si=z1vMhP_Ka8JXxgkK)

<https://www.collegetransitions.com/blog/good-persuasive-speech-topics/>

<https://youtube.com/playlist?list=PLcyVkNeXvb4hn57t2SYDj0HKdI3sz6qwN&si=AizTyzp4oM4Z49Rk>

[https://youtube.com/playlist?list=PL\\_fRSunZQTLaoDRB9CkaaF9\\_w9EEVQ8kE&si=qJmpJY1EQh0R\\_Ii3](https://youtube.com/playlist?list=PL_fRSunZQTLaoDRB9CkaaF9_w9EEVQ8kE&si=qJmpJY1EQh0R_Ii3)

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Introduction to Communication 1-2 days	<p>SWBAT Review the basics of effective communication.</p> <p>SWBAT review the unit and assess students' baseline communication skills.</p> <p>SWBAT Engage in interactive activities to enhance communication abilities.</p>	<p><b>Introduction and Pretest Activities:</b></p> <p><b>1. Introduction to the Unit:</b></p> <ul style="list-style-type: none"> <li>• Brief overview of what will be covered during the two weeks.</li> <li>• Discuss the importance of communication skills in everyday life and various professions through whole class discussion. Have students write down their own definition of the word communication and exchange definitions with classmates. Read them aloud and note the similarities and differences. Work as a class to combine everyone's ideas into one that can be agreed upon by all.</li> </ul> <p><b>2. Pretest:</b></p> <ul style="list-style-type: none"> <li>• Distribute a pretest to assess students' current understanding and skills in communication.</li> <li>• Questions should cover basic concepts of communication, self-assessment of speaking skills, and scenario-based questions.</li> </ul> <p><a href="#">Foundation of Public Speaking</a></p> <p><b>3. Icebreaker Activity:</b> Teachers may choose an ice breaker from the following list (consider more than one activity to get students comfortable with speaking publicly: <a href="#">Communication Games and Activities</a>)</p>	<p>Communication Pre-Test</p>
The Communication Process	SWBAT identify the	<p><b>The Communication Process Objective:</b></p> <ul style="list-style-type: none"> <li>• Learn about the communication</li> </ul>	

<p>1-2 days</p>	<p>communication process and its key elements.</p>	<p>process and its key elements.</p> <p><b>Activities:</b></p> <p><b>1. Lecture: The Communication Process:</b></p> <ul style="list-style-type: none"> <li>• Explain the key elements: sender, message, receiver, feedback, channel, and noise.</li> <li>• Use visual aids and real-life examples to illustrate each component.</li> <li>• <a href="#">Communication process</a></li> </ul> <p><b>2. Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups to discuss a given scenario, identifying each element of the communication process within it.</li> </ul> <p><b>3. Activity: Communication Process Role-Play:</b></p> <ul style="list-style-type: none"> <li>• Students role-play different communication scenarios, focusing on the communication process elements.</li> <li>• Debrief as a class, discussing what went well and what could be improved.</li> <li>• Learn about the communication process and its key elements.</li> </ul>	<p>Communication Process Chart</p> <p>Role- Play</p>
<p>The 12 Types of Communication (Part 1) 1-2 days</p>	<p>SWBAT Identify and understand different types of communication and their applications.</p>	<p><b>The 12 Types of Communication (Part 1)</b></p> <p><b>Activities:</b></p> <p><b>1. Lecture: Introduction to Types of Communication:</b></p> <ul style="list-style-type: none"> <li>• Briefly introduce the 12 types of communication: verbal, non-verbal, written, visual, formal, informal, lateral, downward, upward, horizontal, mass, and group.</li> <li>• <a href="#">Types of communication explained with proper examples   #learning #communication</a></li> </ul> <p><b>2. Detailed Focus on Verbal, Non-Verbal, and Written Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Verbal Communication:</b> Use of spoken words. Example: A conversation between friends.</li> <li>• <b>Non-Verbal Communication:</b> Body language, facial expressions, gestures. Example: Nodding to</li> </ul>	<p>Note-taking</p>

<p>The 12 Types of Communication (Part 2) 1-2 days</p>	<p>SWBAT Continue to explore different types of communication and their applications.</p>	<p>indicate agreement.</p> <ul style="list-style-type: none"> <li>• <b>Written Communication:</b> Emails, letters, text messages. Example: Writing a thank-you note.</li> </ul> <p><b>3. Activity: Examples and Analysis:</b></p> <ul style="list-style-type: none"> <li>• Provide students with examples of each type and discuss their characteristics.</li> <li>• Group activity: Students find and present their own examples of verbal, non-verbal, and written communication.</li> <li>• Choose a few nonverbal games/activities from the following list to play with students: <a href="#">Communication Games and Activities</a></li> </ul>	<p>Group Activity</p> <p>Nonverbal Quiz</p>
<p>The 12 Types of Communication (Part 3) 1-2 days</p>	<p>SWBAT create a visual post about themselves</p> <p>SWBAT Explore lateral, downward,</p>	<p><b>The 12 Types of Communication (Part 2)</b></p> <p><b>Activities:</b></p> <p><b>1. Lecture: Visual, Formal, Informal Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual Communication:</b> Use of visual aids like graphs, charts, maps. Example: Infographics in a presentation.</li> <li>• <b>Formal Communication:</b> Professional and structured communication. Example: A business meeting.</li> <li>• <b>Informal Communication:</b> Casual and unstructured communication. Example: Chatting with friends.</li> </ul> <p><b>2. Activity: Creating Visual Aids:</b></p> <ul style="list-style-type: none"> <li>• Students create visual aids to communicate a specific message or data. E.G An Instagram post - let them make it about themselves and hang the completed posts in the room.</li> <li>• Discuss the effectiveness of different visual communication methods.</li> </ul> <p><b>3. Discussion: Formal vs. Informal Communication:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast formal and informal communication through examples and role-playing.</li> </ul>	<p>Visual Post</p> <p>Role-play</p> <p>Note-taking</p>

<p>Verbal and Non-Verbal Communication 1-2 days</p>	<p>upward, horizontal, mass, and group communication.</p> <p>SWBAT analyze the difference between verbal and non-verbal communication and their importance.</p>	<p><b>12 Types of Communication (Part 3) Activities:</b></p> <p><b>1. Lecture: Lateral, Downward, Upward, and Horizontal Communication:</b> Provide students with note taking pages:</p> <ul style="list-style-type: none"> <li>• <b>Lateral Communication:</b> Between peers or colleagues at the same level. Example: Team meetings.</li> <li>• <b>Downward Communication:</b> From higher to lower levels. Example: A manager instructing employees.</li> <li>• <b>Upward Communication:</b> From lower to higher levels. Example: An employee providing feedback to a supervisor.</li> <li>• <b>Horizontal Communication:</b> Between individuals at the same hierarchical level. Example: Communication between departments.</li> </ul> <p><b>2. Activity: Role-Playing Different Communication Flows:</b></p> <ul style="list-style-type: none"> <li>• Students role-play scenarios involving lateral, downward, upward, and horizontal communication.</li> <li>• Discuss the effectiveness and challenges of each type.</li> </ul> <p><b>3. Lecture: Mass and Group Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Mass Communication:</b> Reaching large audiences through media. Example: News broadcasts.</li> <li>• <b>Group Communication:</b> Interaction within a group. Example: Group projects.</li> </ul> <p><b>4. Discussion: Communication in Media and Group Settings:</b></p> <ul style="list-style-type: none"> <li>• Analyze examples of mass communication and group communication.</li> <li>• Group activity: Plan and present a mock news broadcast or group project.</li> </ul> <p><b>Verbal and Non-Verbal</b></p>	<p>Mock news broadcast</p> <p>Charades</p>
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<p>Active Listening Skills 1-2 days</p>	<p>SWBAT Develop active listening skills and understand their importance in effective communication.</p>	<p><b>Communication Activities:</b>  <b>1. Lecture: Verbal vs. Non-Verbal Communication:</b></p> <ul style="list-style-type: none"> <li>Define and provide examples of verbal (spoken/written) and non-verbal (body language, facial expressions, gestures) communication.</li> </ul> <p><b>2. Activity: Charades:</b> (Or choose any nonverbal communication game from the list)</p> <ul style="list-style-type: none"> <li>Play a game of charades to highlight the importance of non-verbal communication.</li> <li>Students act out scenarios without speaking, while others guess the situation.</li> </ul> <p><b>3. Discussion:</b></p> <ul style="list-style-type: none"> <li>Discuss how non-verbal cues can support or contradict verbal messages.</li> <li>Provide examples of common non-verbal miscommunications.</li> </ul>	<p>Discussion</p> <p>Quiz</p>
<p>Communication Games and Activities 1-2 days</p>	<p>SWBAT enhance communication skills through interactive and fun activities.</p> <p>SWBAT Review</p>	<p><b>Active Listening Skills Activities:</b>  <b>1. Lecture: Active Listening:</b></p> <ul style="list-style-type: none"> <li>Explain the components of active listening: paying attention, showing that you're listening, providing feedback, deferring judgment, and responding appropriately.</li> </ul> <p><b>2. Activity: Listening Pairs:</b></p> <ul style="list-style-type: none"> <li>Pair students and give each a topic to talk about for two minutes while the other practices active listening.</li> <li>Rotate pairs and topics, then debrief on what they found challenging and effective.</li> </ul> <p><b>3. Discussion:</b></p> <ul style="list-style-type: none"> <li>Share experiences and discuss the impact of active listening on understanding and relationships.</li> </ul> <p><b>Communication Games and Activities Objective:</b></p> <ul style="list-style-type: none"> <li>Enhance communication skills</li> </ul>	<p>Active Listening Reflection</p> <p>Elevator Pitch</p>



<p>Review and Reflection 1-2 days</p>	<p>the key concepts learned and reflect on personal growth in communication skills.</p>	<p>through interactive and fun activities.</p> <p><b>Activities:</b></p> <p><b>1. Activity: Elevator Pitch:</b></p> <ul style="list-style-type: none"> <li>• Students create and deliver a 30-second pitch on a topic of their choice.</li> <li>• Emphasize clarity, conciseness, and engagement.</li> </ul> <p><b>2. Activity: Role-Playing Scenarios:</b></p> <ul style="list-style-type: none"> <li>• Students are given different communication scenarios to role-play, focusing on the types of communication learned.</li> </ul> <p><b>3. Game: Communication Barrier:</b></p> <ul style="list-style-type: none"> <li>• Students are paired up and given a topic to discuss, but one partner is instructed to create barriers (e.g., using jargon, interrupting).</li> <li>• Debrief on the importance of overcoming communication barriers.</li> </ul> <p><b>Review and Reflection</b></p> <p><b>Activities:</b></p> <p><b>1. Review Session:</b></p> <ul style="list-style-type: none"> <li>• Recap the key elements and types of communication. Give a quiz or test to assess student knowledge.</li> <li>• Discuss the importance of each in various contexts.</li> </ul> <p><b>2. Reflective Writing:</b></p> <ul style="list-style-type: none"> <li>• Students write a reflection on what they learned, how their communication skills have improved, and areas they still need to work on.</li> </ul> <p><b>3. Final Discussion:</b></p> <ul style="list-style-type: none"> <li>• Open floor for students to share their reflections and ask any remaining questions.</li> <li>• Discuss the practical applications of the skills learned and encourage continuous improvement.</li> </ul>	<p>Test/ Quiz</p>
<p>Introduction to Public Speaking 1 week</p>	<p>SWBAT analyze the significance of effective public speaking and how it impacts various aspects of life.</p>	<p><b>Importance of Public Speaking</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction:</b> Begin by explaining the importance of public speaking and its relevance in different areas such as professional environments,</li> </ul>	<p>Note-taking</p>



Speech Preparation Basics	SWBAT analyze and adapt to their audience, select and narrow down speech topics, and gather credible sources for research.	<p><b>Understanding Audience Analysis and Adaptation:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Discussion:</b> Introduce the concept of audience analysis. Discuss factors such as demographics, interests, and expectations. Explain how understanding the audience can influence the content and delivery of a speech.</li> <li>• <b>Case Study:</b> Review examples of different speeches and analyze how they were tailored to their respective audiences. <a href="#">Speech Examples</a></li> </ul>	Case Study
Selecting Topics		<p><b>Selecting and Narrowing Topics for Speeches:</b></p> <ul style="list-style-type: none"> <li>• <b>Brainstorming Session:</b> Students brainstorm potential topics and discuss strategies for narrowing down a broad topic to a focused and manageable subject. Use a mind-mapping activity to visually organize ideas.</li> <li>• <b>Group Activity:</b> In small groups, students discuss and refine each other's topic ideas, providing feedback and suggestions for narrowing down topics.</li> </ul>	
Research		<p><b>Research and Gathering Credible Sources:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Demonstration:</b> Teach students how to find and evaluate credible sources. Discuss different types of sources (books, academic journals, reputable websites) and how to assess their reliability.</li> <li>• <b>Hands-On Activity:</b> Conduct a mini research workshop in the library or using online databases, where students practice locating and evaluating sources.</li> </ul>	Research Activity
Informative Speech Selection	SWBAT select a topic and create an outline for an informative speech.	<p><b>Topic Selection and Outline for Informative Speech:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions:</b> Students choose a topic for their informative speech and develop a detailed outline. The</li> </ul>	Informative Topic Outline

		<p>outline should include an introduction, main points, supporting evidence, and a conclusion. Please see the shared drive for suggested topics as well.</p> <ul style="list-style-type: none"> <li>• <b>Peer Review:</b> Students exchange outlines with a peer for feedback and suggestions.</li> </ul> <p><a href="https://www.plusdocs.com/blog/ideas-for-informative-speech-topics">https://www.plusdocs.com/blog/ideas-for-informative-speech-topics</a>'</p>	
Informative Speeches	<p>SWBAT organize an informative speech, craft engaging introductions and conclusions, and effectively use visual aids.</p> <p>SWBAT practice engaging with visual aids</p>	<p><b>1. Structure and Organization of an Informative Speech:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Discussion:</b> Explain the typical structure of an informative speech, including the introduction, body (main points and subpoints), and conclusion. Discuss the importance of clarity and logical flow.</li> <li>• <a href="#">Informative Speech</a></li> <li>• <b>Sample Speech Analysis:</b> Review and analyze examples of well-structured informative speeches. Identify key elements and organizational techniques used. <a href="#">Well- Structured Informative Speeches</a></li> </ul> <p><b>2. Techniques for Engaging Introductions and Conclusions:</b></p> <ul style="list-style-type: none"> <li>• <b>Interactive Workshop:</b> Discuss various techniques for crafting engaging introductions (e.g., anecdotes, startling facts) and strong conclusions (e.g., call to action, memorable closing statements).</li> <li>• <b>Practice Exercises:</b> Students create and share their own engaging introductions and conclusions in small groups for peer feedback.</li> <li>• <b>Materials:</b> Examples of engaging introductions and conclusions, brainstorming worksheet.</li> </ul> <p><b>3. Practice with Visual Aids (PowerPoint, Props, etc.):</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstration &amp; Tutorial:</b> Show how to effectively create and use visual aids, including PowerPoint presentations, props, and charts.</li> </ul>	<p>Note- taking</p> <p>Sample Speech Analysis</p>

	SWBAT present their informative speeches.	<p>Discuss best practices for design and integration into the speech.</p> <ul style="list-style-type: none"> <li>• <b>Hands-On Practice:</b> Students create and practice using their visual aids in small groups. They provide feedback to each other on the effectiveness and clarity of the visual aids.</li> <li>• <b>Materials:</b> Computer and projector, visual aid design guidelines, example visual aids.</li> </ul> <p><b>4. Assignment: Informative Speech Presentation (5-7 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation:</b> Students deliver their informative speeches to the class, using their prepared outlines and visual aids.</li> <li>• <b>Feedback Session:</b> After each presentation, provide constructive feedback on content, organization, delivery, and use of visual aids.</li> </ul>	
Persuasive Techniques	SWBAT identify the fundamentals of persuasive speaking, including the use of ethos, pathos, and logos, and how to craft effective arguments with supporting evidence.	<p><b>1. Introduction to Persuasive Speaking:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Discussion:</b> Introduce the principles of persuasive speaking, emphasizing the importance of convincing an audience through effective argumentation. Materials: Video clips of persuasive speeches or ads, discussion prompts</li> <li>• <b>Case Study:</b> Analyze examples of persuasive speeches or advertisements. Discuss what makes them effective or ineffective. Ethos, Pathos Logos Commercials</li> </ul> <p><b>2. Understanding Ethos, Pathos, and Logos:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Examples:</b> Explain Aristotle's concepts of ethos (credibility), pathos (emotional appeal), and logos (logical argument). Provide examples of each from real-world speeches or media. Materials: Handouts explaining ethos, pathos, and logos, examples of persuasive content.</li> <li>• <b>Group Exercise:</b> Students work in small groups to identify ethos,</li> </ul>	<p>Note-taking</p> <p>Case-study</p> <p>Group work</p>
Ethos, Pathos, Logos			

Evidence		<p>pathos, and logos in selected speech excerpts or advertisements.</p> <p><b>3. Crafting Persuasive Arguments and Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Workshop:</b> Guide students in creating persuasive arguments by constructing claims, counterclaims, and supporting evidence. Discuss how to integrate ethos, pathos, and logos effectively. Materials: Argument construction worksheet, example arguments.</li> <li>• <b>Peer Review:</b> Students present their argument outlines to peers for feedback on the strength and clarity of their arguments and evidence.</li> </ul>	Peer review
Logical Fallacies	SWBAT analyze common logical fallacies	<p><b>4. Introduction to Logical Fallacies:</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture &amp; Discussion:</b> Introduce common logical fallacies (e.g., ad hominem, slippery slope, straw man) and discuss how they can weaken arguments. Provide examples from the media or debates. Materials: Handouts on logical fallacies, examples of flawed arguments.</li> <li>• <b>Fallacy Identification Exercise:</b> Students analyze a series of argument excerpts to identify and categorize logical fallacies.</li> </ul>	Fallacy Identification
Persuasive Outlines	SWBAT outline their persuasive speeches.	<p><b>5. Assignment: Outline for Persuasive Speech:</b></p> <ul style="list-style-type: none"> <li>• <b>Outline Creation:</b> Students develop an outline for their persuasive speech, including the introduction, main arguments, supporting evidence, and anticipated counterarguments. They should also integrate ethos, pathos, and logos into their outlines. Materials: Persuasive speech outline template, evaluation rubric.</li> <li>• <b>Peer Review:</b> Exchange outlines with peers for feedback on the persuasiveness and logical consistency of their arguments.</li> </ul>	Persuasive Outline

## Standards

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ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient identify false statements and reasoning.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a styl manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.9–10.5	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.
ELA.W.SE.9–10.6	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).
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.ES.9–10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
ELA.SL.PI.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.

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### **Suggested Modifications for Special Education, ELL and Gifted Students**

#### **ELL (English Language Learners):**

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

#### **Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

#### **Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students’ individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller,



more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

### Suggested Technological Innovations/Use

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Student Chromebooks

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

### Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1. 3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

# Unit 2: Advanced Speaking Skills

Content Area: **Language Arts**  
Course(s): Public Speaking and Effective Modern Communication  
Time Period: Semester Course  
Length: 2-3 Weeks  
Status: **Published**

## Summary of the Unit

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Unit 2 of the public speaking course focuses on honing advanced speaking skills necessary for persuasive communication and specialized occasions. Students begin by mastering the art of persuasive speaking, learning to construct compelling arguments and effectively sway their audience. They then delve into the intricacies of impromptu speaking, sharpening their ability to think quickly and deliver coherent messages on the spot. Transitioning to special occasion speeches, students explore the nuances of tailoring their presentations to specific events and audiences, emphasizing emotional resonance and appropriateness. By the end of Unit 2, students emerge with heightened confidence in their ability to deliver persuasive arguments, handle spontaneous speaking situations adeptly, and craft speeches that resonate deeply with diverse audiences. These skills prepare them for more complex challenges in debate and professional communication covered in subsequent units.

## Enduring Understandings

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- An effective persuasive speech is structured with a clear introduction, body, and conclusion, and includes well-supported arguments and rebuttals.
- Understanding and analyzing the audience is crucial for tailoring content and delivery to engage and persuade them.
- Effective rebuttal strategies involve anticipating counterarguments, using evidence to refute them, and maintaining a respectful tone.
- Storytelling techniques, such as narrative structure and emotional engagement, are powerful tools for connecting with an audience.
- Practical and professional communication skills, including group presentations, technology use, cross-cultural communication, and professional development, are essential for success in various contexts.

## Essential Questions

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- What are the key components of an effective persuasive speech?
- How can audience analysis enhance the impact of a speech?
- What strategies can be used to handle counterarguments and rebuttals effectively?
- How can storytelling techniques be used to connect emotionally with an audience?
- What skills are essential for effective communication in diverse and professional settings?

## Summative Assessment and/or Summative Criteria

- Persuasive Speech Outline and Presentation:** Create an outline and deliver a 5–7-minute persuasive speech.
- Impromptu Speaking Exercises:** Participate in exercises and scenarios to develop impromptu speaking skills.
- Special Occasion Speech Draft and Presentation:** Draft and deliver a 3–5-minute special occasion speech.

## Resources

Handouts:

See shared Drive: <https://drive.google.com/drive/folders/1xo2azWmepG0r41rzUgJNQ7oZxjodQSdf>

Videos:

- “How to Write a Persuasive Speech” by TED-Ed (8:00 minutes) - [Watch on YouTube](#)
- “The Art of Persuasive Speaking” by Simon Sinek (12:00 minutes) - [Watch on YouTube](#)
- “How to Handle Counterarguments” by University of Utah (10:00 minutes) - [Watch on YouTube](#)
- “Public Speaking Tips: How to Deliver a Speech” by Toastmasters International (9:00 minutes) - [Watch on YouTube](#)
- “10 Tips for Delivering a Great Speech” by TEDx Talks (8:00 minutes) - [Watch on YouTube](#)
- “How to Speak Without Preparation” by Public Speaking Tips (8:00 minutes) - [Watch on YouTube](#)
- “Master Impromptu Speaking” by The Charisma Matrix (12:00 minutes) - [Watch on YouTube](#)
- “How to Stay Calm Under Pressure” by TEDx Talks (10:00 minutes) - [Watch on YouTube](#)
- “Impromptu Speaking Tips” by Howcast (7:00 minutes) - [Watch on YouTube](#)
- **Introduction Example:** [Steve Jobs Introduces the iPhone](#)
- **Toast Example:** [Oprah’s Golden Globes Toast](#)
- **Eulogy Example:** [Barack Obama’s Eulogy for John Lewis](#)
- “How to Write a Special Occasion Speech” by Expert Village (9:00 minutes) - [Watch on YouTube](#)
- “Delivering a Special Occasion Speech with Sincerity” by Toastmasters International (8:00 minutes) - [Watch on YouTube](#)

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Persuasive Speeches	SWBAT identify and analyze the structure and key components of a persuasive speech.	<b>Structure and Components of a Persuasive Speech</b> <b>1. Lecture on Structure:</b> <ul style="list-style-type: none"> <li>• <b>Introduction:</b> Attention-getter (e.g., anecdote, startling fact), thesis statement, preview of main points.</li> <li>• <b>Body:</b> Main arguments with supporting evidence, counterarguments, and rebuttals.</li> <li>• <b>Conclusion:</b> Summary of main points,</li> </ul>	Note-taking

Audience Awareness	SWBAT identify techniques for tailoring a persuasive speech to the audience and delivering it effectively	<p>restate thesis, call to action or closing thought.</p> <p><b>2. Example Analysis:</b></p> <ul style="list-style-type: none"> <li>• Watch and analyze famous persuasive speeches (e.g., Martin Luther King Jr.'s "I Have a Dream," Steve Jobs' Stanford Commencement Address).</li> <li>• Discuss how the speeches are structured and identify key components.</li> </ul> <p><b>3. Activity: Outline Creation:</b> Provide students with a persuasive speech outline template. Have students create an outline for a persuasive speech on a topic of their choice.</p> <p><b>Resource:</b> Outline Template for Persuasive Speech <a href="#">Outline Template for Persuasive Speech</a></p> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• “How to Write a Persuasive Speech” by TED-Ed (8:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	Outline
Rebuttal	SWBAT develop strategies for handling	<p><b>Audience Awareness and Persuasive Delivery Techniques</b></p> <p><b>1. Lecture on Audience Analysis:</b></p> <ul style="list-style-type: none"> <li>• Discuss factors such as demographics, interests, and values. Explore how to adapt content and delivery to engage different audiences.</li> </ul> <p><b>2. Delivery Techniques:</b></p> <ul style="list-style-type: none"> <li>• <b>Voice Modulation:</b> Pitch, tone, and pace.</li> <li>• <b>Body Language:</b> Gestures, eye contact, and posture.</li> <li>• <b>Emotional Appeal:</b> Using pathos to connect with the audience.</li> </ul> <p><b>3. Activity: Audience Analysis Exercise:</b></p> <ul style="list-style-type: none"> <li>• Provide students with different audience profiles (e.g., teenagers, professionals, senior citizens).</li> <li>• Have students adjust a portion of their speech to suit one of the profiles.</li> <li>• <b>Resource:</b> Audience Analysis Worksheet <a href="#">Audience Analysis Worksheet</a></li> </ul> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• “The Art of Persuasive Speaking” by Simon Sinek (12:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul> <p><b>Rebuttal Strategies and Handling Counterarguments</b></p>	Audience Exercise

Practice	counterarguments and rebuttals in a persuasive speech.	<p><b>1. Lecture on Rebuttal Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Anticipate Counterarguments:</b> Identify potential objections.</li> <li>• <b>Refute Effectively:</b> Use evidence and reasoning to address counterarguments.</li> <li>• <b>Maintain Respectful Tone:</b> Avoid being defensive or dismissive.</li> </ul> <p><b>2. Role-Playing Activity:</b></p> <ul style="list-style-type: none"> <li>• Students practice delivering their speech while classmates present counterarguments. Provide feedback on how effectively rebuttals were handled.</li> </ul> <p><b>3. Activity: Rebuttal Practice:</b></p> <ul style="list-style-type: none"> <li>• In pairs, students practice rebutting common counter arguments related to their topics. Share and critique rebuttal strategies with the class.</li> </ul> <p><b>Resource:</b> Rebuttal Strategies Guide <a href="#">Rebuttal Strategies Guide</a></p> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“How to Handle Counterarguments”</b> by University of Utah (10:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	Role Play
Present	<p>SWBAT practice delivering persuasive speeches and receive constructive feedback.</p> <p>SWBAT present persuasive speeches and evaluate performance</p>	<p><b>Persuasive Speech Practice and Peer Review</b></p> <p><b>1. Speech Delivery Practice:</b> Students deliver a draft of their persuasive speech to a small group. Peers provide feedback on content, structure, and delivery.</p> <p><b>2. Feedback Session:</b> Discuss common strengths and areas for improvement observed during practice.</p> <p><b>Resource:</b> Peer Review Checklist <a href="#">Peer Review Checklist</a></p> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“Public Speaking Tips: How to Deliver a Speech”</b> by Toastmasters International (9:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul> <p><b>Persuasive Speech Presentation</b></p> <p><b>1. Persuasive Speech Presentations:</b></p> <ul style="list-style-type: none"> <li>• Students deliver their 5-7 minute persuasive speeches to the class.</li> <li>• Each speech should include an effective introduction, well-supported arguments, rebuttals, and a strong conclusion.</li> </ul>	<p>Speech Practice</p> <p>Reflection</p>

	based on effectiveness and delivery.	<p><b>2. Feedback and Reflection:</b> Provide individual feedback on each speech. Students reflect on their performance and consider areas for improvement.</p> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• “10 Tips for Delivering a Great Speech” by TEDx Talks (8:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	
<p>Impromptu Speaking</p> <p>Techniques for thinking on your feet.</p> <p>Practice with impromptu topics and scenarios.</p>	<p>SWBAT Develop skills for impromptu speaking, including thinking on your feet, clarity, and coherence under pressure.</p> <p>SWBAT Practice delivering impromptu speeches</p>	<p><b>Techniques for Thinking on Your Feet</b></p> <p><b>1. Lecture on Impromptu Speaking</b></p> <p><b>Techniques: Use the PREP Method:</b> Point, Reason, Example, Point (state your main point, give a reason, provide an example, and restate your point).</p> <ul style="list-style-type: none"> <li>• <b>Examples and Videos:</b></li> <li>• <b>Example 1: Steve Jobs’ Impromptu Speaking:</b> Analyze how Steve Jobs effectively used brief pauses and structured responses during impromptu Q&amp;A sessions.</li> <li>• <b>Example 2: Barack Obama’s Off-the-Cuff Remarks:</b> Examine Obama’s ability to think on his feet during unscripted moments.</li> <li>• <b>Video:</b> <a href="#">“How to Speak Impromptu”</a> by TED-Ed (10:00 minutes)</li> </ul> <p><b>2. Activity: Quick Thinking Exercise:</b> Students practice thinking on their feet with quick-fire questions. Have them respond to questions like "What’s your favorite book and why?" or "Describe a memorable experience in one minute."</p> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“How to Speak Without Preparation”</b> by Public Speaking Tips (8:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul> <p><b>Practice with Impromptu Topics and Scenarios</b></p> <p><b>1. Impromptu Speaking Drill:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Set up a “Impromptu Speaking Hot Seat” where students draw random topics from a hat and speak for 1-2 minutes.</li> </ul> <p><b>Topics Examples:</b></p> <ul style="list-style-type: none"> <li>• “Why pineapple belongs on pizza”</li> <li>• “The best way to spend a rainy weekend”</li> <li>• “The greatest invention of the 21st</li> </ul>	<p>Quick Thinking Exercise</p> <p>Hot Seat</p>

<p>Developing clarity and coherence under pressure.</p>		<p>century”</p> <p><b>2. Impromptu Scenarios:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Present students with hypothetical scenarios and ask them to respond on the spot. Scenarios might include: “You’re the host of a surprise party and the guest of honor has arrived early—what do you say to keep them entertained?” “You’ve been asked to give a toast at a wedding, but you’ve only known the couple for a month. What’s your approach?”</li> </ul> <p><b>3. Group Feedback:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> After each impromptu speech, allow the group to provide constructive feedback. Focus on clarity, coherence, and engagement.</li> </ul> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“Master Impromptu Speaking”</b> by The Charisma Matrix (12:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	
<p>Assignment: Impromptu speaking exercises in class</p>		<p><b>Developing Clarity and Coherence Under Pressure</b></p> <p><b>1. Lecture on Maintaining Clarity and Coherence:</b></p> <ul style="list-style-type: none"> <li>• <b>Key Points:</b> Focus on staying on topic, avoiding filler words, and clearly expressing your thoughts.</li> <li>• <b>Use Examples:</b> Show clips of speakers who handle pressure well and maintain clarity.</li> </ul> <p><b>2. Clarity Exercise:</b> Students are given random topics and must deliver a coherent 1-minute speech. Emphasize organizing their thoughts quickly and avoiding rambling. Examples: “Explain the benefits of regular exercise.” “Describe your ideal vacation.”</p> <p><b>3. Humorous Impromptu Scenarios:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Introduce humorous or exaggerated scenarios to make the exercise engaging and fun. Examples might include: “You’ve been asked to explain why cats are secretly in charge of the world.” “You need to persuade the class that unicorns should be the new school mascot.”</li> </ul> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“How to Stay Calm Under Pressure”</b> by TEDx Talks (10:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	<p>Clarity Exercise</p>

		<ul style="list-style-type: none"> <li>• <b>“Impromptu Speaking Tips”</b> by Howcast (7:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	
<p>Special Occasion Speeches</p> <p>Types of special occasion speeches (e.g., introductions, toasts, eulogies).</p> <p>Tailoring speeches for specific events and audiences.</p> <p>Emotional intelligence in special occasion speeches.</p> <p>Assignment: Draft of a special occasion speech</p> <p>Special Occasion Speech Presentations</p> <p>Delivery techniques for special occasion speeches.</p>	<p>SWBAT identify types and purposes of special occasion speeches, and develop skills to tailor and deliver them effectively.</p> <p>SWBAT refine and deliver special occasion speeches with an emphasis on sincerity and authenticity.</p>	<p><b>Types of Special Occasion Speeches</b></p> <p><b>1. Lecture: Overview of Special Occasion Speeches</b></p> <ul style="list-style-type: none"> <li>• <b>Types of Speeches:</b> <ul style="list-style-type: none"> <li>▪ <b>Introductions:</b> Introducing speakers or honorees.</li> <li>▪ <b>Toasts:</b> Celebratory speeches, often at events like weddings or achievements.</li> <li>▪ <b>Eulogies:</b> Tributes to deceased individuals.</li> <li>▪ <b>Other Examples:</b> Award presentations, retirement speeches, etc.</li> </ul> </li> <li>• <b>Examples and Videos:</b> <ul style="list-style-type: none"> <li>▪ <b>Introduction Example:</b> <a href="#">Steve Jobs Introduces the iPhone</a></li> <li>▪ <b>Toast Example:</b> <a href="#">Oprah’s Golden Globes Toast</a></li> <li>▪ <b>Eulogy Example:</b> <a href="#">Barack Obama’s Eulogy for John Lewis</a></li> </ul> </li> </ul> <p><b>2. Activity: Analyzing Special Occasion Speeches</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Watch and analyze different types of special occasion speeches. Discuss their purpose, tone, and impact.</li> <li>• <b>Discussion Points:</b> How did the speaker tailor their message for the occasion? What emotional cues did they use?</li> </ul> <p><b>Drafting a Special Occasion Speech</b></p> <p><b>1. Activity: Speech Drafting</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Draft a special occasion speech for a chosen scenario. Ensure it includes appropriate structure, tone, and emotional appeal.</li> <li>• <b>Guidelines:</b> Include an introduction, main content, and conclusion. Tailor the speech to the specific event and audience.</li> <li>• <b>Peer Review:</b> Exchange drafts with peers for feedback. Focus on clarity, tone, and emotional impact.</li> </ul> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“How to Write a Special Occasion Speech”</b> by Expert Village (9:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	<p>Note-Taking</p> <p>Discussion</p> <p>Special Occasion Speech Draft</p>



		<p><b>Special Occasion Speech Presentations</b></p> <p><b>1. Assignment: Final Speech Presentation</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Students deliver their revised special occasion speeches to the class.</li> <li>• <b>Duration:</b> 3-5 minutes per speech.</li> </ul> <p><b>2. Final Reflection:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Reflect on the experience of delivering a special occasion speech. Discuss what was learned about tailoring speeches and connecting with the audience.</li> </ul> <p><b>Suggested Video:</b></p> <ul style="list-style-type: none"> <li>• <b>“Delivering a Special Occasion Speech with Sincerity”</b> by Toastmasters International (8:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	Presentation

## Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	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.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.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.

- ELA.W.AW.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.
- ELA.W.AW.9–10.1.E Provide a concluding paragraph or section that supports the argument presented.
- ELA.W.IW.9–10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.II.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.
- ELA.SL.PI.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.
- ELA.SL.UM.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.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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### **ELL (English Language Learners):**

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

### **Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

### **Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

## **Suggested Technological Innovations/Use**

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Student Chromebooks

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Unit 3: Debate and Argumentation

Content Area:	<b>Language Arts</b>
Course(s):	Public Speaking and Effective Modern Communication
Time Period:	Semester Course
Length:	2-3 Weeks
Status:	<b>Published</b>

### Summary of the Unit

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Unit 3 of the public speaking course focuses on developing students' skills in structured debate and effective argumentation. The unit begins with an exploration of different debate formats, including Lincoln-Douglas and parliamentary styles, and introduces strategies for constructing persuasive arguments and rebuttals. Students engage in practical debate exercises, where they apply their knowledge of logical reasoning and rhetoric to defend their positions and counter opposing arguments. Through collaborative teamwork and critical analysis, students deepen their understanding of complex issues and refine their ability to communicate

persuasively in formal debate settings. By the end of Unit 3, students gain proficiency in constructing compelling arguments, evaluating evidence, and engaging in respectful and rigorous debate, preparing them for academic, professional, and civic discourse.

## Enduring Understandings

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- Different debate formats require unique strategies and approaches to argumentation and rebuttal.
- Effective debates rely on well-constructed arguments that are supported by credible evidence and clear reasoning.
- Strong research skills are critical for gathering relevant information and preparing persuasive arguments.
- Collaboration and teamwork are vital components of successful debating, influencing both preparation and performance.
- Reflecting on debate experiences and evaluating arguments help improve debating skills and understanding of the topic.

## Essential Questions

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- What are the key features of different debate formats, and how do they influence debating strategies?
- How can constructing well-supported arguments and effective rebuttals enhance a debate performance?
- What research skills are essential for preparing persuasive debate arguments?
- How does teamwork and collaboration impact the outcome of a debate?
- What insights can be gained from reflecting on debate experiences and evaluating the quality of arguments?

## Summative Assessment and/or Summative Criteria

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**Team Debrief and Reflection:** Reflect on team dynamics during debates and write a reflection on teamwork and collaboration.

**Final Debate Presentation:** Conduct final debates, presenting refined arguments and rebuttals.

**Reflective Essay:** Write a reflective essay on the debate experience, including insights gained and areas for future improvement.

## Resources

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See shared Drive: [https://drive.google.com/drive/folders/1KP\\_MNdIoMtNdDb0xiX8sNBngobUEaoPZ](https://drive.google.com/drive/folders/1KP_MNdIoMtNdDb0xiX8sNBngobUEaoPZ)

Videos:

- **Lincoln-Douglas Debate Example:** [Lincoln-Douglas Debate on the Role of Technology in Education](#) (15:00 minutes)
- **Parliamentary Debate Example:** [University of Vermont Parliamentary Debate](#) (10:00 minutes)

- [“How to Construct a Debate Argument”](#) (8:00 minutes)
- **“Lessons from Debating”** by Debate Success (6:00 minutes) - [Watch on YouTube](#)
- [https://www.youtube.com/watch?v=NW\\_3iFwOz8Y&pp=ygUYbGluY29sbiBkb3VuPWdsYXMGZGVhYXRI](https://www.youtube.com/watch?v=NW_3iFwOz8Y&pp=ygUYbGluY29sbiBkb3VuPWdsYXMGZGVhYXRI)

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>Debate Format and Structure</p> <p>Introduction to debate formats (e.g., Lincoln-Douglas, parliamentary).</p> <p>Constructing arguments and rebuttals.</p>	<p>SWBAT Analyze different debate formats, construct persuasive arguments and rebuttals, and develop research skills for effective debating.</p>	<p><b>Introduction to Debate Formats</b></p> <p><b>1. Lecture: Overview of Debate Formats</b></p> <ul style="list-style-type: none"> <li>• <b>Formats:</b> <ul style="list-style-type: none"> <li>▪ <b>Lincoln-Douglas:</b> Focuses on individual values and philosophy. Each side has one speaker.</li> <li>▪ <b>Parliamentary:</b> Teams of two debate in a format like parliamentary procedures. Emphasizes quick thinking and rebuttals.</li> <li>▪ <b>Public Forum:</b> Teams of two debate current events, focusing on evidence-based arguments.</li> </ul> </li> <li>• <b>Examples and Videos:</b> <ul style="list-style-type: none"> <li>▪ <b>Lincoln-Douglas Debate Example:</b> <a href="#">Lincoln-Douglas Debate on the Role of Technology in Education</a> (15:00 minutes)</li> <li>▪ <b>Parliamentary Debate Example:</b> <a href="#">University of Vermont Parliamentary Debate</a> (10:00 minutes)</li> </ul> </li> <li>• <b>Activity: Debate Format Overview</b> <ul style="list-style-type: none"> <li>○ <b>Activity:</b> Review and discuss the key features of each debate format. Highlight differences in structure, timing, and roles.</li> <li>○ <b>Discussion Points:</b> How does each format influence the approach to arguing and rebutting?</li> </ul> </li> </ul>	<p>Note-taking</p>

<p>Research skills for debating topics.</p> <p>Assignment: Debate preparation and practice in class.</p> <p>Debate</p> <p>Teamwork</p>	<p>SWBAT Conduct formal debates, collaborate effectively in teams, and evaluate the quality of arguments and reasoning.</p>	<p><b>Constructing Arguments and Rebuttals</b></p> <p><b>1. Lecture: Building Effective Arguments</b></p> <ul style="list-style-type: none"> <li>• <b>Components:</b> Claim, evidence, warrant (justification).</li> <li>• <b>Rebuttals:</b> Techniques for countering arguments and defending against critiques.</li> <li>• <b>Video:</b> <a href="#">“How to Construct a Debate Argument”</a> (8:00 minutes)</li> </ul> <p><b>2. Activity: Argument Construction Exercise</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> In small groups, students construct arguments on a given topic, including supporting evidence and potential rebuttals.</li> <li>• <b>Scenario Examples:</b> "The impact of social media on youth" or "Should school uniforms be mandatory?"</li> </ul> <p><b>Research Skills for Debating</b></p> <p><b>1. Activity: Research Workshop</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Conduct a research session using online databases and libraries to gather information for debate topics. Teacher supplies debate topics.</li> <li>• <b>Assignment:</b> Identify and summarize key sources related to a chosen debate topic.</li> </ul> <p><b>Debate Preparation and Practice</b></p> <p><b>1. Activity: Debate Preparation</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Students prepare for an upcoming debate by outlining their arguments, gathering evidence, and rehearsing rebuttals. Review debate format, practice delivering arguments clearly, and anticipate counterarguments.</li> </ul> <p><b>2. Practice:</b> Consider practicing debates with a game of Super Fight or something from here:<a href="https://www.esu.org/news-and-views/debating-games-primary-secondary-school-students/">https://www.esu.org/news-and-views/debating-games-primary-secondary-school-students/</a></p>	<p>Research Workshop</p> <p>Debate</p> <p>Team Building</p>
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<p>Reflections</p>		<p><b>Debates</b>  <b>Conducting Formal Debates</b>  <b>1. Activity: Debate Round 1</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Conduct initial debates in class using the formats discussed. Each team presents arguments and rebuttals based on their research and preparation. 20-30 minutes per debate session. Provide feedback on the debates focusing on argumentation, rebuttal effectiveness, and adherence to the debate format.</li> </ul> <p><b>Teamwork and Collaboration in Debating</b>  <b>1. Activity: Team Debrief</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Reflect on the team dynamics during debates. Discuss what worked well and areas for improvement.</li> <li>• <b>Discussion Points:</b> How did teamwork influence the debate outcome? What strategies improved collaboration?</li> </ul> <p><b>2. Activity: Team Building Exercise:</b>  Engage in a team-building activity to strengthen collaboration skills. Examples include problem-solving games or collaborative tasks. Ex. Traffic Jam</p> <p><b>Debate Reflections and Final Assessment</b>  <b>1. Activity: Final Debate Presentation</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Conduct final debates, implementing feedback and improvements. Each team presents their refined arguments and rebuttals.</li> </ul> <p><b>2. Reflection and Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Reflect on the debate experience. Discuss what was learned about constructing arguments, collaborating with teammates, and evaluating debates.</li> <li>• <b>Assignment:</b> Write a reflective essay on the debate experience,</li> </ul>	<p>Reflections</p>
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		<p>including insights gained and areas for future improvement.</p> <p><b>Suggested Video for Final Reflections:</b></p> <ul style="list-style-type: none"> <li>• <b>“Lessons from Debating”</b> by Debate Success (6:00 minutes) - <a href="#">Watch on YouTube</a></li> </ul>	

## Standards

ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	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.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.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.
ELA.W.AW.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.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.PE.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.

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## **Suggested Modifications for Special Education, ELL and Gifted Students**

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### **ELL (English Language Learners):**

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

### **Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

### **Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

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### **Suggested Technological Innovations/Use**

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Student Chromebooks  
Study Sync Platform  
Google Classroom/On Course Classroom  
Use of Google Translate as needed  
Skill Reinforcement: Kahoot, Blooket, etc.  
Research Databases (Ebsco, Facts of File, Fact Cite etc.)  
Peer-editing tools

### Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Unit 4: Art of Storytelling

Content Area: **Language Arts**  
Course(s): Public Speaking and Effective Modern Communication  
Time Period: Semester Course  
Length: 2 weeks  
Status: **Published**

### Summary of the Unit

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Unit 4 of the public speaking course focuses on mastering the art of storytelling, a powerful communication tool that enhances engagement and emotional connection with an audience. Students begin by exploring the fundamental elements of effective storytelling, including narrative structure, pacing, and the use of vivid imagery. They learn techniques to captivate listeners and convey messages through personal narratives and anecdotes and Moth Stories. Practical exercises allow students to apply storytelling principles, refining their

ability to craft compelling narratives that resonate with authenticity and impact. Through constructive feedback and reflection, students develop proficiency in using storytelling as a persuasive and engaging communication strategy. By the end of Unit 4, students are equipped with the skills to captivate audiences, evoke emotions, and communicate messages effectively through the art of storytelling, preparing them for diverse speaking opportunities in both personal and professional contexts.

## **Enduring Understandings**

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- Effective storytelling requires a clear narrative structure, including exposition, rising action, climax, falling action, and resolution.
- Pacing and timing play crucial roles in maintaining audience interest and emotional engagement.
- Vocal variety and body language are essential techniques for delivering a story with impact and connecting with the audience.
- The Moth exemplifies how personal storytelling and emotional engagement can captivate audiences and convey powerful messages.
- Reflecting on storytelling experiences helps identify strengths, areas for improvement, and the potential for applying storytelling skills in various contexts.

## **Essential Questions**

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- What are the key elements of effective storytelling, and how do they contribute to a compelling narrative?
- How does narrative structure and pacing affect the impact of a story?
- In what ways can vocal variety and gestures enhance storytelling?
- How do storytelling techniques used by The Moth influence audience engagement?
- What can be learned from reflecting on the storytelling process and its impact on both the storyteller and the audience?

## **Summative Assessment and/or Summative Criteria**

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**Story Analysis Assignment:** Analyze a short story or fable to identify key storytelling elements and discuss their impact.

**Storytelling Performance Exercise:** Practice telling a short story with a focus on vocal variety and gestures.

**Moth Storytelling Workshop:** Create and refine a personal Moth-style story, incorporating feedback from peers.

**Reflective Essay:** Write a reflective essay on the storytelling experience, including insights gained and how these skills can be applied in the future.





Moth Stories		<p><b>2. Introduction to The Moth</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture:</b> Overview of The Moth and its significance in storytelling.</li> <li>• <b>Video:</b> <a href="#">“The Moth Presents: The Best Storytellers”</a> (10:00 minutes)</li> </ul> <p><b>3. Popular Moth Stories:</b></p> <ul style="list-style-type: none"> <li>• <b>“The Moth Presents: Adam Gopnik – The Tuber”</b> <a href="#">Watch on YouTube</a> (14:00 minutes)</li> <li>• <b>“The Moth Presents: Emily Levine – The Comedy of My Life”</b> <a href="#">Watch on YouTube</a> (15:00 minutes)</li> <li>• <b>“The Moth Presents: Hasan Minhaj – Why I Bought A House In Sacramento”</b> <a href="#">Watch on YouTube</a> (18:00 minutes)</li> </ul> <p><b>4. Activity: Story Analysis and Discussion</b></p> <ul style="list-style-type: none"> <li>○ <b>Exercise:</b> Students listen to selected Moth stories and analyze the storytelling techniques used.</li> <li>○ <b>Discussion Points:</b> What makes these stories engaging? How do the storytellers connect with their audience?</li> </ul> <p><b>5. Activity: Moth Storytelling Workshop</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise:</b> Students create their own Moth-style stories, focusing on personal experiences and emotional engagement.</li> <li>• <b>Peer Review:</b> Share stories in small groups for feedback and refinement.</li> </ul> <p><b>6. Activity: Storytelling Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise:</b> Students present their final narratives to the class (5-7 minutes each).</li> <li>• <b>Evaluation:</b> Peer and instructor evaluations based on a rubric focusing on structure, pacing, vocal variety, gestures, and emotional engagement.</li> </ul>	
Moth Workshop	SWBAT write a personal narrative or moth story		Moth Workshop
Presentations	SWBAT present their moth stories		Moth Speech  Reflection

		<p><b>7. Activity: Reflection Session</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Reflect on the storytelling process and its impact. Discuss how storytelling can connect people and convey powerful messages.</li> <li>• <b>Assignment:</b> Write a reflective essay on their storytelling experience, including what they learned and how they can apply these skills in the future.</li> </ul>	
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## Standards

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ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.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.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.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.
ELA.W.NW.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.PE.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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

ELL (English Language Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts.

Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

### **Suggested Technological Innovations/Use**

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Study Sync Platform  
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Use of Google Translate as needed  
Skill Reinforcement: Kahoot, Blooket, etc.  
Research Databases (Ebsco, Facts of File, Fact Cite etc.)  
Peer-editing tools

### Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability.
- IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Unit 5: Professional Communication and Application

Content Area: **Language Arts**  
Course(s): Public Speaking and Effective Modern Communication  
Time Period: Semester Course  
Length: 4-5 Weeks  
Status: **Published**

### Summary of the Unit

Unit 5 of the public speaking course focuses on applying advanced communication skills in professional and

practical contexts. Students engage in activities designed to enhance their ability to communicate effectively in professional settings. The unit begins with the planning, organization, and delivery of group presentations, emphasizing collaboration, leadership, and project management skills. Students explore the integration of technology in presentations, learning to leverage tools for virtual communication and engaging online audiences.

Cross-cultural communication becomes a focal point, where students learn to navigate cultural differences and adapt their communication styles to diverse audiences. They gain insights into the nuances of international communication and develop strategies for building rapport and understanding across cultures.

Professional development skills are honed through activities such as resume writing, interview techniques, elevator pitches, and networking. Students learn to articulate their strengths and experiences confidently, preparing them for future academic and career opportunities.

The culmination of Unit 5 involves final presentations where students showcase their growth and proficiency in public speaking. Through reflection and feedback, students assess their progress, set goals for continuous improvement, and solidify their skills in effective communication for various professional and personal contexts.

## **Enduring Understandings**

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- Meticulous planning and clear role definition are crucial for a well-organized and successful group presentation.
- Effective collaboration involves clear communication, mutual respect, and the strategic management of group dynamics.
- Understanding and resolving conflicts are essential for maintaining a productive team environment and achieving presentation goals.
- Awareness of cultural differences in communication styles is important for delivering presentations that are respectful and effective across diverse audiences.
- Developing professional skills such as crafting a resume and delivering an elevator pitch is essential for career readiness and personal branding.

## **Essential Questions**

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- How does effective planning and organization contribute to the success of a group presentation?
- What are the roles and responsibilities within a group, and how do they impact the presentation process?
- How can conflicts within a group be managed to ensure a productive and cohesive presentation?
- What are the key strategies for presenting to an audience from diverse cultural backgrounds?
- How can professional skills like resume writing and elevator pitches enhance career readiness?

## **Summative Assessment and/or Summative Criteria**

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**Group Presentation Planning Document:** Submit a detailed plan outlining roles, responsibilities, and

strategies for a successful group presentation.

**Demonstrative Speech Presentation:** Deliver a group presentation on a selected demonstrative speech topic, evaluated by peers and instructor based on a rubric.

**Conflict Management Reflection:** Write a reflection on how conflicts were managed and resolved within the group during the presentation process.

**Cultural Communication Role-Play:** Participate in a role-play exercise that addresses cross-cultural communication scenarios and submit a reflection on the experience.

**Resume and Elevator Pitch Assignment:** Draft a professional resume and create an elevator pitch, then receive and incorporate feedback from peers and instructors.

**Course Reflection Paper:** Write a final reflection paper summarizing the key takeaways from the course, personal growth, and goals for future development.

## Resources

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Shared Drive: [https://drive.google.com/drive/folders/1LaU5iSF6k52I5OXRkOjQ\\_PmSFwrKLBnT](https://drive.google.com/drive/folders/1LaU5iSF6k52I5OXRkOjQ_PmSFwrKLBnT)

How to Write a Resume:

<https://www.youtube.com/watch?v=Tt08KmFfIYQ&pp=ygUOcmVzdW1lIHdyaXRpbmc%3D>

## Unit Plan

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Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessment
Group Presentations Demonstrative Speech  1 week	SWBAT Develop practical and professional communication skills through group presentations, integration of technology, cross-cultural communication, and professional development activities.	<b>Planning and Organizing Group Presentations</b>  <b>1. Lecture: Group Presentation Planning</b>  <b>Topics:</b> <ul style="list-style-type: none"><li>• Explain the Importance of Planning and Organization: Discuss why meticulous planning is crucial for a successful group presentation. Highlight benefits such as clear direction, time management, and efficiency.</li><li>• Define Roles and Responsibilities: Explain different roles within a group (leader, researcher, presenter, etc.). Discuss the importance of each role and how they</li></ul>	Note-taking



<p>conflicts</p>		<p>Discuss typical conflicts that arise in group settings. Examples include differing opinions, workload distribution, and communication issues.</p> <ul style="list-style-type: none"> <li>• <b>Strategies for Resolving Conflicts:</b> Introduce conflict resolution techniques such as active listening, compromise, and mediation. Provide real-life examples or case studies.</li> <li>• <b>Building Teamwork and Trust:</b> Discuss ways to build trust and encourage teamwork. Highlight the importance of mutual respect and positive reinforcement.</li> </ul> <p><b>Video:</b> “Conflict Resolution Techniques” (8:00 minutes)</p> <p><b>2. Activity: Team-building Exercises Exercise:</b></p> <ul style="list-style-type: none"> <li>• Group activities to build teamwork and resolve hypothetical conflicts. Choose a team building exercise:  <a href="https://www.collegetransitions.com/blog/team-building-activities-kids-middle-school-high-school/">https://www.collegetransitions.com/blog/team-building-activities-kids-middle-school-high-school/</a></li> </ul>	<p>Team Building Exercises</p>
<p>Cultural Differences</p> <p>3-4 days</p> <p>SWBAT Understand cultural differences in communication</p>		<p><b>Understanding Cultural Differences in Communication</b></p> <p><b>1. Lecture: Cross-Cultural Communication</b></p> <ul style="list-style-type: none"> <li>• <b>Topics:</b> <ul style="list-style-type: none"> <li>▪ Importance of cultural awareness</li> <li>▪ Communication styles in different cultures</li> </ul> </li> <li>• <b>Video:</b> <a href="#">“Cross-Cultural Communication”</a> (11:00 minutes)</li> </ul> <p><b>2. Activity: Cultural Communication Scenarios</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise:</b> Students role-play scenarios involving cross-cultural communication challenges.</li> <li>• <b>Possible Scenarios:</b></li> <li>• <b>Scenario 1: Business Meeting with International Clients</b> A U.S.-based company is meeting with clients from</li> </ul>	<p>Cultural Awareness Scenarios</p>

		<p>Japan to discuss a potential partnership. The U.S. team is known for its direct and straightforward communication style, while the Japanese clients value indirect communication and harmony.</p> <ul style="list-style-type: none"> <li>• <b>Scenario 2: Classroom Discussion with Diverse Students</b> A classroom has students from various cultural backgrounds. During a group discussion, a student from India finds it rude to interrupt, while a student from the U.S. is used to jumping into conversations to share their thoughts.</li> <li>• <b>Scenario 3: Virtual Team Meeting with Time Zone Differences</b> A global virtual team has members from the U.S., Germany, and China. They are meeting to discuss a project update. Due to time zone differences, the meeting is scheduled at a time that is late evening in China, early morning in Germany, and midday in the U.S.</li> <li>• <b>Scenario 4: Dining Etiquette Differences</b> A business lunch is arranged between partners from the U.S. and France. The U.S. partner prefers a quick lunch and getting straight to business, while the French partner values a leisurely meal with business discussion saved for after the main course.</li> <li>• <b>Scenario 5: Group Project with Varied Communication Styles</b> A group project team consists of students from Brazil, China, and Germany. The Brazilian student values verbal communication and face-to-face meetings, the Chinese student prefers written communication and careful consideration before speaking, and the German student values punctuality and direct communication.</li> <li>• <b>Discussion:</b> Reflect on the importance of cultural sensitivity.</li> </ul>	
Resume Writing 3- 4 days	SWBAT Develop professional	<b>Professional Development - Resume Writing and Interview Skills</b>	Resume Writing Practice

	skills such as resume writing, interview techniques, and networking.	<p><b>1. Lecture: Crafting a Professional Resume</b></p> <ul style="list-style-type: none"> <li>• <b>Topics:</b> <ul style="list-style-type: none"> <li>▪ Key components of a resume</li> <li>▪ Tailoring resumes for specific jobs</li> </ul> </li> </ul> <p><b>Video:</b> <a href="#">“How to Write a Resume”</a> (10:00 minutes)</p> <p><b>2. Activity: Resume Workshop</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise:</b> Students draft and peer-review resumes.</li> <li>• <b>Feedback:</b> Instructor feedback on resume drafts.</li> </ul>	
Elevator Pitch 1-2 days	SWBAT craft an elevator pitch for an unsellable product	<p><b>Elevator Pitch and Personal Branding</b></p> <p><b>1. Lecture w/ Video: Crafting an Elevator Pitch</b></p> <ul style="list-style-type: none"> <li>• <b>Video:</b> <a href="#">“Perfecting Your Elevator Pitch”</a> (8:00 minutes)</li> </ul> <p><b>2. Activity: Elevator Pitch Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise:</b> Students develop and practice their elevator pitches in pairs. Students should try to pitch an unsellable product.</li> <li>• <b>Feedback:</b> Peer feedback on clarity and impact.</li> </ul>	Elevator Pitch
Course Reflection 1-2 days	SWBAT Reflect on the coursework	<p><b>Course Reflection and Goal Setting</b></p> <p>1. <b>Activity: Course Reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Reflect on the entire course, focusing on key takeaways and personal growth.</li> <li>• <b>Assignment:</b> Write a final reflection paper on the course experience and set goals for future development.</li> </ul> <p>2. <b>Course Evaluation</b></p> <ul style="list-style-type: none"> <li>• <b>Feedback:</b> Complete course evaluations to provide feedback on the curriculum and instruction.</li> </ul>	Course Reflection



## Standards

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ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.9–10.5	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.
ELA.W.SE.9–10.6	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).
ELA.SL.PE.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.
ELA.SL.PE.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.

- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PI.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.
- ELA.SL.UM.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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

ELL (English Language Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts.

Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into

smaller, more manageable tasks with clear deadlines.

Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

### **Suggested Technological Innovations/Use**

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Student Chromebooks

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

### **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability.
- IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.