

Hillsborough Township Public Schools
 Grades 9 - 12

Public Speaking Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: Ice Breakers 1 week							
<p>How do I see myself?</p> <p>How do others see me?</p> <p>What habits are best to avoid when speaking?</p> <p>How can I ease my anxiety about speaking in front of others?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas and confidence is gained when speaking to groups of peers.</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,</p>	<p>Voice Pitch, Diction, and Volume</p> <p>Voluntary Body Language</p> <p>Word choice to achieve a specific connection to the audience</p>	<p>Teacher directed activities</p> <p>Peer critique forms</p> <p>Quiz</p> <p>Informal evaluations</p>		<p>9.1.12. F.2</p> <p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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			building on others' ideas and expressing their own clearly and persuasively.				
Unit II: Peer Interview/College Interview 1 week							
<p>How can I best present myself?</p> <p>How can I become more aware of my own speaking habits and improve them?</p> <p>What is nonverbal communication and how does it effect verbal communication?</p> <p>“What I say” versus “how I say it”, does it</p>	<p>Understanding the philosophy behind peer interviews in the workplace and being able to anticipate questions usually posed in personal interviews.</p> <p>Presenting knowledge and ideas is enhanced through appropriate organization and style for a specific audience and the appropriate use of language.</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.9-10.4/ SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.9-10.6/ SL.11-12.6.</p>	<p>Voluntary Body Language</p> <p>Eye Contact</p> <p>Interview techniques</p> <p>Interview “Do’s and Don’ts”</p> <p>Presenting information in a sequence that allows the listener to follow a line of reasoning</p>	<p>Teacher directed activities</p> <p>Peer critique forms</p> <p>Speech evaluation</p>		<p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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really matter?		Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
Unit III: How-To Speech 2 weeks							
How do I effectively show and tell a group how	Comprehension is enhanced through a collaborative	Integrate and evaluate information presented in	SL.9-10.2./ SL.11-12.2. Integrate multiple sources of information presented	Preparation - Writing an outline	Teacher directed activities	8.1.12. D.2 Demonstrate appropriate use of	9.1.12. F.2 Demonstrate a positive work ethic in various settings,

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<p>to do something, while maintaining a relaxed, yet professional mode of delivery?</p> <p>How can I ease my anxiety about speaking in front of others?</p> <p>How can I become more aware of my own speaking habits and improve them?</p> <p>How do I effectively employ visual aids?</p> <p>What makes a presentation</p>	<p>process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,</p>	<p>in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4./ SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5./ SL 11-12.5. Make strategic use of digital media</p>	<p>Understanding your audience.</p> <p>Best use of visual aids</p> <p>Defining your purpose</p> <p>Key elements of a demonstration speech</p>	<p>Peer critique forms</p> <p>Speech evaluation</p>	<p>copyrights as well as fair use and Creative Commons guidelines.</p>	<p>including the classroom and during structured learning experiences.</p>

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“great”?		and audience. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.6./ SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				

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		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.					
Unit IV: Informational Speech 2 weeks							
How do I effectively inform an audience about a topic that is useful to know but remain entertaining and hold the interest of the audience?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. Presentation of knowledge and ideas is enhanced through	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	SL.9-10.2./ SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.5./ SL.11-	Purpose of Informative Speaking Major types of Informative Speaking. Strategies for selecting a topic Framing a thesis statement	Teacher directed activities Peer critique forms Speech evaluation	8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.	9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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<p>How do I organize my thoughts into a well-developed speech?</p> <p>How do I effectively employ visual aids?</p> <p>How do I avoid reading my notes and give a relaxed yet professional delivery?</p>	<p>appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.</p>	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding.</p>	<p>12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Researching your topic</p> <p>Structuring an Informative Speech</p> <p>Outlining an Informative Speech</p> <p>Five-Step Method of Improving Delivery</p>			
<p>Unit V: Claim and Convince-Persuasive Speech 3 weeks</p>							
<p>How does one persuade when presenting a concept?</p> <p>How do I organize my thoughts into</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,</p>	<p>SL.9-10.2./ SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>	<p>Strategies for selecting a topic</p> <p>Framing a thesis statement</p> <p>Researching your topic</p>	<p>Teacher directed activities</p> <p>Peer critique forms</p> <p>Speech evaluation</p>	<p>8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons</p>	<p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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<p>a well-developed speech?</p> <p>How do I effectively employ visual aids?</p> <p>How do I avoid reading my notes and give a relaxed yet professional delivery?</p>		<p>and orally.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>credibility and accuracy of each source.</p> <p>SL.9-10.3./ SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Structuring a Persuasive Speech</p> <p>Outlining a Persuasive Speech</p> <p>When to use visual aids</p> <p>Five-Step Method of Improving Delivery</p>		<p>guidelines.</p>	
<p>Unit VI: Public Relations/Sales Pitch and the Public Service Announcement 3 weeks</p>							
<p>How does one persuade when presenting a product or a service?</p> <p>How do I make my presentation</p>	<p>Students will realize the impact of technology on the world of advertizing.</p> <p>Comprehension is enhanced through a</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.9-10.2./ SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and</p>	<p>Social Media and the digitization of PR</p> <p>Elements of a press release</p> <p>Professional Blogs</p>	<p>Teacher directed activities</p> <p>Peer critique forms</p> <p>Speech evaluation</p>	<p>8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>	<p>9.1.12. E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.</p>

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visually pleasing and compelling?	collaborative process of sharing and evaluating ideas.		accuracy of each source. SL.9-10.3./ SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				9.1.12. E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
Unit VII: Debate 3 weeks							
How does one work with a group to persuade? How do I organize my thoughts into a well-developed	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. Presentation of knowledge and	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics,	Major Debate formats Ethics of Debate Accepting a topic selected for you Framing a thesis	Teacher directed activities Peer critique forms Debate evaluation	8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.	9.1.12. A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects. 9.1.12. B.1 Present resources and data in a format that

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		<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.9-10.3./ SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4./ SL.11-12.4. Present information, findings, and supporting</p>				<p>9.1.12. C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12. C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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		Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.	<p>evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5./ SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6./ SL.11-12.6. Adapt speech to a</p>				

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		<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express</p>	<p>variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>				

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		<p>information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>					
Unit VIII: Voice Acting 1 week							

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What are the other uses of voice?	A variety of careers focus on public speaking.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6./ SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Voice modulation Timing	Teacher directed activities Peer critique forms Performance evaluation	8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.	9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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