

Hillsborough Township Public Schools  
Grade  
Public Speaking

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJLSA Anchor Standards	Progress Indicators	Learning Targets (SWBAT...)	Common Assessments (Formative & Summative) Indicated *required	Interdisciplin ary Connections	21 <sup>st</sup> Century Connections
<p><b>MP I / III,</b> <b>Unit 1:</b> <b>Introductions</b></p> <p>1-2 weeks</p>	<p>What makes collaboration meaningful?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</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>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL4:</b> 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><b>SL6:</b> Adapt speech to a variety of</p>	<p><b>SL.9-10.1:</b> 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.</p> <p>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.</p> <p>B. Collaborate with peers to set rules for</p>	<p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas and/or the ideas of others to propel discussions.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with one’s own when warranted, and justify one’s own views based on evidence introduced by others.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Partner interviews</li> <li>-Partner introductions</li> <li>-”Three Things About Me” (Pre-assessment)</li> <li>-Large / small group discussions</li> <li>-Peer evaluation</li> </ul>		<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED.5:</b> Demonstrate group collaboration skills to enhance professional education and</p>

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		<p>use of the conventions of language.</p>	<p>contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p><b>SL.9-10.4:</b> Present information, findings,</p>	<p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Use parallel structure correctly.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to presentations.</p>			<p>training practice.</p> <p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>
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and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**L.9-10.1:**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A. Use parallel structure.  
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

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				variety and interest to writing or presentations.				
<p><b>MP I / III, Unit 2: Demonstration</b></p> <p>3-4 weeks</p>	<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</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>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL4:</b> 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><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating</p>	<p><b>SL.9-10.1:</b> 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.</p> <p>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.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of</p>	<p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas and/or the ideas of others to propel discussions.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with one’s own when warranted, and justify one’s own views based on evidence introduced by others.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Small / large group discussion</li> <li>-Observations (of recorded speeches, teacher model, etc)</li> <li>-Speech Outline</li> </ul> <p><b>Summative:</b></p> <p>Demonstration Speech performance</p>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>	

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			<p>command of formal English when indicated or appropriate.</p>	<p>alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.          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.          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.</p> <p><b>SL.9-10.4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content,</p>	<p>of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of grades 9-10 Language standards.</p>			
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organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**L.9-10.1:**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A. Use parallel structure.  
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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<p><b>MP I / III, Unit 3: Informative Speaking</b></p> <p>4-5 weeks</p>	<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</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>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL4:</b> 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><b>SL.9-10.1:</b> 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.</p> <p>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.</p> <p>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</p>	<p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas and/or the ideas of others to propel discussions.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with one’s own when warranted, and justify one’s own views based on evidence introduced by others.</p> <p>Identify purposes for presenting information to an audience.</p> <p>Analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Small / large group discussion</li> <li>-Observations (of recorded speeches, teacher model, etc)</li> <li>-Speech Outline</li> <li>-Google Presentation drafts</li> <li>-Research notes</li> <li>-Peer evaluation</li> </ul> <p><b>Summative:</b></p> <p>Informative Speech performance</p>	<p><b>8.1:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.1.12.D.1:</b></p> <p>Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>
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			<p><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>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.</p> <p>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.</p> <p><b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and</p>	<p>Evaluate the credibility and accuracy of various presentations.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify the parts of one’s presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and / or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve one’s presentation.</p> <p>Identify various reasons</p>			<p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>
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				<p>accuracy of each source.</p> <p><b>SL.9-10.4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.5:</b> 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.</p> <p><b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of</p>	<p>for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of grades 9-10 Language standards.</p> <p>Use parallel structure correctly.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to presentations.</p>			
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				<p>standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>				
<p><b>MP II / IV, Unit 4: Declamation</b></p> <p>3-4 weeks</p>	<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really</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>Presentation of knowledge and ideas is enhanced through appropriate</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL6:</b> Adapt speech to a variety of</p>	<p><b>SL.9-10.1:</b> 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.</p> <p>A. Come to</p>	<p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas and/or the ideas of others to propel discussions.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Small / large group discussion</li> <li>-Observations (of recorded speeches, teacher model, etc)</li> <li>-Speech scoring practice</li> <li>-Declamation speeches “round one”(for peer feedback only)</li> </ul> <p><b>Summative:</b> Declamation</p>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP11:</b> Use</p>	

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	<p>matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>organization and style for an audience via the use of visual displays, technology, and / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with one’s own when warranted, and justify one’s own views based on evidence introduced by others.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p>	<p>Final Performance</p>		<p>technology to enhance productivity.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED.5:</b> Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>
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conclusions.  
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.

**SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**L.9-10.1:**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A. Use parallel structure.  
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,

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				relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				
<p><b>MP II / IV, Unit 5: Sales</b></p> <p>4-5 weeks</p>	<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</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>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>SL.9-10.1:</b> 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.</p> <p>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.</p> <p>B. Collaborate with peers to set rules for</p>	<p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Come prepared with key points to contribute to a discussion and stimulate a well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas and/or the ideas of others to propel discussions.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with one’s own when warranted, and justify one’s own views based on evidence introduced by others.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Small / large group discussion</li> <li>-Observations (of recorded speeches, teacher model, etc)</li> <li>-Practice sales / impromptu speeches practice</li> <li>-Group task progress sheets</li> <li>-Presentation Outline</li> <li>-Research notes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Group Sales Presentation</li> </ul>	<p><b>8.1:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in</p>

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		use of the conventions of language.	<p><b>SL4:</b> 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><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p><b>SL.9-10.2:</b> Integrate multiple sources of</p>	<p>Identify purposes for presenting information to an audience.</p> <p>Analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p> <p>Evaluate the credibility and accuracy of various presentations.</p> <p>Determine a speaker’s point of view and explain his/her reasoning.</p> <p>Define rhetoric.</p> <p>Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the</p>			<p>teams while using cultural global competence.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED.5:</b> Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>
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			<p>command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>SL.9-10.4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings,</p>	<p>listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify the parts of one's presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and / or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve one's presentation.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of grades 9-10 Language standards.</p>			
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				<p>reasoning, and evidence and to add interest.</p> <p><b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Use parallel structure correctly.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to presentations.</p>			
<b>MP II / IV, Unit 6: Tribute</b>	What makes a presentation "great"?	Comprehension is enhanced through a collaborative	<b>SL4:</b> Present information, findings, and	<b>SL.9-10.4:</b> Present information, findings, and supporting	Present information, findings, and/or supporting evidence	<b>Formative:</b> -Small / large group discussion		<b>CRP1:</b> Act as a responsible and contributing



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<p>1 week</p>	<p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>process of sharing and evaluating ideas and confidence is gained when speaking to groups of peers.</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 / or the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>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><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to</p>	<p>clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of grades 9-10 Language standards.</p> <p>Use parallel structure correctly.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to presentations.</p>	<p>-Observations (of recorded speeches, teacher model, etc) -Tribute Speech manuscript draft</p> <p><b>Summative (Final Exam):</b> Tribute Speech</p>		<p>citizen and employee.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>9.3.12.ED.2:</b> Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED-TT.5:</b> Establish a positive climate to promote learning.</p>
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