ENGLISH LANGUAGE ARTS

Public Speaking
Storytelling
How to Explain
Course Philosophy

Public Speaking consists of reading, writing, language, and speaking and listening skills. During instruction students learn the fundamentals of effective communication, and build social and workplace communication skills which enables them to become effective, confident, and informed speakers who are developing the necessary awareness and abilities to critically analyze, evaluate, and critique the speeches of others. The initial focus is on building the foundational mechanics of oral delivery. Students refine vocal presentation techniques by developing conscious awareness of proper voice usage. They practice proper pronunciation and articulation of words and pauses to achieve effective oral delivery using the conventions of Standard English. Emphasis on noun-verb agreement, verb form and tense, active and passive voice, pronoun-antecedent agreement, use of possessives, and other Standard English deviations is reinforced to promote awareness and avoid common errors. Students routinely revise and edit their work to ensure correct English. Teachers focus on grammar, language usage, and literary devices as strategies to enrich and enhance a message that creates a lasting impression, such as figurative language, creative sound effects, powerful rhetorical techniques, parallel construction, and use of repetition for emphasis. Through exposure to text and oral versions of famous speeches students develop awareness and appreciation for techniques used by powerful speakers. Oral delivery presentations include the application of valuable literacy skills such as researching; taking notes and generating supporting material; selecting a topic; determining purpose; composing a thesis; developing main points; outlining the speech and separating it into major and minor parts; selecting and using presentation aids; identifying and adapting to the audience; and delivering the speech. Students participate in the speech-making process by responding to cross-content, career-related topics, or topics of personal interest that pertain to civic, global, health and wellness, arts and humanities, or other technology issues. They apply learned skills to deliver effective narrative, informative, and special occasion speeches. In the process, students develop an awareness of the audience. They also learn nonverbal behavior skills such as establishing eye contact, controlling posture, using appropriate facial expressions and hand gestures to clarify messages, and paying attention to grooming and clothing choices. In addition, students learn to listen critically and apply rubric criteria to evaluate oral presentations.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Unit 1 - January-June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Story Telling and How to Explain</td>
<td>SL.9-12.3; SL.9-12.6; L.9-12.1B; L.9-12.3, RL.9-12.2; RL.9-12.3; RL.9-12.4; W.9-12.3A W.9-12.3; W9-12.3B; W.9-12.3C; W.9-12.3D W.9-12.2; W.9-12.2A; W.9-12.2B; W.9-12.2C.; W.9-12.2D; SL.9-12.4; SL.9-12.5; SL.9-12.6 SL.9-12.1C; SL.9-12.1D; SL.9-12.3; SL.9-12.4; SL.9-12.5 L.9-12.5; L.9-12.5A; L.9-12.5B; L.9-12.6; SL.9-12.4; SL.9-12.5; SL.9-12.6</td>
<td></td>
</tr>
</tbody>
</table>
### Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to learn</td>
</tr>
<tr>
<td>Making thinking visible</td>
</tr>
<tr>
<td>Note-taking</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
</tr>
<tr>
<td>Quick writes</td>
</tr>
<tr>
<td>Pair/trio sharing</td>
</tr>
<tr>
<td>Turn and Talk</td>
</tr>
<tr>
<td>Charting</td>
</tr>
<tr>
<td>Word Study Drills</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Role playing</td>
</tr>
<tr>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>Coaching</td>
</tr>
<tr>
<td>Visuals</td>
</tr>
<tr>
<td>Reading Aloud</td>
</tr>
<tr>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Trackers</td>
</tr>
<tr>
<td>Multiple Response Strategies</td>
</tr>
<tr>
<td>Choral reading</td>
</tr>
<tr>
<td>Gallery walks</td>
</tr>
<tr>
<td>Whole class discussions</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- Technology Operations and Concepts
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- Creativity and Innovation
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- Communication and Collaboration
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- Digital Citizenship
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- Research and Information Literacy
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- Critical Thinking, Problem Solving, Decision Making
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and
economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

  Career-ready individuals are discerning in accepting and using new information to make decisions, change
practices or inform strategies. They use reliable research process to search for new information. They evaluate
the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem,
  and devise effective plans to solve the problem. They are aware of problems when they occur and take action
  quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to
  introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
  upon, they follow through to ensure the problem is solved, whether through their own actions or the actions
  of others.

- **CRP9. Model integrity, ethical leadership and effective management.**
  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles
  while employing strategies to positively influence others in the workplace. They have a clear understanding of
  integrity and act on this understanding in every decision. They use a variety of means to positively impact the
directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.
They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction
### Accommodate Based on Students’ Individual Needs: Strategies

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Public Speaking* has interdisciplinary connections in reading (literature and informational text), writing, and language. It combines the process of learning to speak in front of an audience with analysis of arguments and persuasive appeals. Students learn how to create and present effective speeches; adapt messages to specific audiences; and evaluate and critique messages produced for others. The emphasis is on building students’ abilities to deliver effective persuasion in response to controversial issues; develop tolerance for multiple points of view; and prepare well-supported arguments that demonstrate the ability to debate both sides of a question. This experiential learning enables students to examine public speeches, news stories, political campaigns, advertising, and other resources to make meaningful connections between public speaking theory and practice. Students will build competence in basic delivery skills while providing opportunities for using a variety of public speaking formats: informal oral presentation; structured discussions as well as formal speeches; and structured formal debates. The goal is to ensure students develop essential life skills that stress the importance of effective oral communication.
Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Assessments

Formative Assessments:

- Present orally with attention to articulation, inflection, tone, volume and pitch, pauses and tempo, facial expressions, eye contact, posture, gestures, and body movements.
- Record a one-minute informational telephone message using precise articulation, excellent grammar, formal vocabulary, and appropriate speaking tone and voice.
- Prepare an outline that presents an analysis of a target audience based on five (5) or more criteria (age, interest, education, income, race, etc.).
- Plan and perform a 45-second to one (1)-minute commercial about a product that targets the specific audience.
- Develop a speech topic based on an understanding of the audience.
- Select a poem or a narrative excerpt and use vocal techniques to do an oral reading.
- Speak expressively to sympathize with a fictional character or an actual person.
- Recite a memorized dramatic excerpt.
- Orally present a poem, an expressive excerpt from a story or play, or a powerful speech using a visual or audio aid.
- Use vocal and physical techniques to tell a story that reveals a personal memory, interest, career goal, or one that applies understanding of a cross-content concept.
- Write and orally present directions to a destination.
- Write and orally present, explaining “how to…” or how something works.
- Develop a PowerPoint or other visual aid to explain steps in a process.
- Deliver a demonstration speech based upon researched information.
- Evaluate your own and others’ effectiveness in formal presentations using rubric criteria.

Summative Assessments:

- Choose a poem; before reciting students (speaker) tell classmates (audience) the series of tones they wish to convey; classmates respond by telling speakers if they were successful.

Choose a poem; exchange with a classmate; prepare a “director’s memo” that explains the tones of voices the speaker should convey; pair-up, exchange poems and memos, and recite one another’s poems; give feedback on what worked and did not work in both the director’s memo and the performance.
<table>
<thead>
<tr>
<th>Grade: 9-12</th>
<th>Public Speaking</th>
<th>Storytelling-A Biographical Account Explaining How</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Focus Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How does figurative language enhance the speaker’s/writer’s intended meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Why use sensory tools to influence the reader/audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In what way is the setting a significant part of the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Who would your intended audience be for this piece of work (biographical account and explaining how)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use a range of elaboration techniques (questioning, comparing, connecting, interpreting, analyzing and describing) to establish and express point of view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account and explaining how).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Manipulate elements of style, imagery, tone and point of view to appeal to the senses and emotions of the audience/reader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and or characters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices and vague or confusing language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts Storytelling-Biographical Account</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| NJSLS: SL.9-12.3; SL.9-12.6; L.9-12.1B; L.9-12.3 | ➢ Students will demonstrate speaking techniques such as varying voice volume, pitch, and pace of speech.  
➢ Students will record observations about verbal techniques using oral readings of stories, poems, and speeches.  
➢ Students will label text to indicate emphasis on select words, pauses between and within words, variations in pace and volume, etc. |
| Practice speaking mechanics pertaining to verbal expression and non-verbal strategies. |                                                                 |
| NJSLS: RL.9-12.2; RL.9-12.3; RL.9-12.4; W.9-12.3A | ➢ Students will recognize elements of expressive style by reading biographical accounts.  
➢ Students will identify examples of and distinguish between neutral and emotional language.  
➢ Students will specify connotative word choices that convey personal thoughts and feelings.  
➢ Students will discover the impact of first-person pronoun usage. |
| Reconstruct fond memories, important moments, special talents, academic interests, and/or career objectives as background for biographical account |                                                                 |
| NJSLS: SL.9-12.1C; SL.9-12.1D | ➢ Students will perform read-alouds of stories or dramatic excerpts.  
➢ Students will memorize and recite a poem or an excerpt from a speech.  
➢ Students will develop questions to prompt storytelling.  
➢ Students will generate appropriate questions for the intended audience of the personal story.  
➢ Student will use the answers to the questions to determine the characteristics of the audience. |
<p>| Exhibit expressive style. |                                                                 |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts Storytelling-Biographical Account</th>
</tr>
</thead>
</table>
| **NJSLS: W.9-12.3; W9-12.3B; W.9-12.3C; W.9-12.3D**<br>Select a significant experience and construct a personal narrative. | ➢ Students will organize the story elements in writing.  
➢ Students will create and develop a character and setting.  
➢ Students will select a point of view.  
➢ Students will recall by outlining a series of events.  
➢ Students will devise details about people, places, and events.  
➢ Students will relate details about thoughts and feelings.  
➢ Students will use vivid details and precise verbs.  
➢ Student will decide a meaning or theme. |
| **NJSLS: SL.9-12.4; SL.9-12.6; W.9-12.4**<br>Give an oral presentation of a personal narrative. | ➢ Students will use appropriate vocal and physical techniques.  
➢ Students will use a rubric to evaluate storytelling.  
➢ Students will critique own presentation from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect. |
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explaining How</strong></td>
<td></td>
</tr>
</tbody>
</table>
| NJSLS: SL.9-12.3; SL.9-12.6; L.9-12.1B; L.9-12.3 | - Students will demonstrate speaking techniques such as varying voice volume, pitch, and pace of speech.  
- Students will record observations about verbal techniques using oral readings of stories, poems, and speeches.  
- Students will label text to indicate pauses between words and words clusters; emphasis on words and word clusters; pace, volume, and other delivery features.  
- Students will determine how to refine a speaking voice. |
| Practice verbal speaking mechanics of oral presentation. |
| NJSLS: W.9-12.7; W.9-12.8; W.9-12.9 | - Students will use the writing process to outline and explain steps in a process.  
- Students will identify key ideas and supporting details.  
- Students will summarize relevant information.  
- Students will use chronological order and appropriate transitions to organize information.  
- Students will record key word notes. |
| Research and Understand Information about Steps in a Process |
| NJSLS: W.9-12.2; W.9-12.2A; W.9-12.2B; W.9-12.2C.; W.9-12.2D; SL.9-12.4; SL.9-12.5; SL.9-12.6 | - Students will provide directions about an ordinary everyday process such as brushing teeth, washing dishes, doing laundry, etc.  
- Student will use figurative language (simile, metaphor, hyperbole, alliteration, onomatopoeia) to add concrete visual details, emphasis, and humor to an oral explanation of a process.  
- Students will use appropriate visual aids (PowerPoint, graphs, charts) to effectively enhance the presentation. |
| Write and Present a “How To” Paper |
| **NJSLS:** L.9-12.5; L.9-12.5A; L.9-12.5B; L.9-12.6; SL.9-12.4; SL.9-12.5; SL.9-12.6 | ➢ Students will explain how something such as a doorknob, a kitchen tool, a microscope, etc. works.  
➢ Students will use figurative language (simile, metaphor, hyperbole, alliteration, onomatopoeia) to add concrete visual details, emphasis, and humor to an oral presentation of a how something works.  
➢ Students will use appropriate visual aids (PowerPoint, graphs, charts) to effectively enhance the presentation. |
|---|---|
| **NJSLS:** W.9-12.7; W.9-12.8; W.9-12.9 | ➢ Students will evaluate their special talents, academic interests, and career objectives for a demonstration speech.  
➢ Students will identify ideas and supporting details.  
➢ Students will summarize relevant information.  
➢ Students will develop and use technical vocabulary to explain a career-related or other process that reflects understanding of an authentic procedure.  
➢ Students will record key word notes. |
| **NJSLS:** SL.9-12.4; SL.9-12.5; SL.9-12.6 | ➢ Students will present a demonstration speech based on researched information.  
➢ Student will utilize bridge words and phrases to provide clarity during the presentation, such as using repetition of a word or idea; asking a question to reinforce focus; or using flashback.  
➢ Students will impart an understanding of a career-related or other authentic process.  
➢ Students will demonstrate an understanding of a cross-content topic.  
➢ Students will use appropriate visual aids (PowerPoint, graphs, charts) to effectively enhance the presentation. |
| **NJSLS:** SL.9-12.1C; SL.9-12.1D; SL.9-12.3; SL.9-12.4; SL.9-12.5 | ➢ Students will practice active listening during oral presentations.  
➢ Students will identify key words and phrases as the speaker gives directions.  
➢ Student will ask clarifying questions for understanding. |
# RESOURCES FOR INTRODUCTION TO PUBLIC SPEAKING

## Audio Guides

## Teachers Guide: Contest Evaluation Sheet.

## Judging the Contest.

## The Tone List.

## Poem List.

## Teachers Guide.

## Books

## Scripts

## Websites
- World Values Survey: [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)
- Pew Research Center: [www.pewresearch.org](http://www.pewresearch.org)
- The Gallup Organization: [www.gallup.com](http://www.gallup.com)
STORYTELLING LESSON

**Storytelling Techniques**

The fundamentals of oral presentation must be practiced and refined. The mechanics can also be used to present a personal narrative about one’s own memories, special moments, unique talents, academic pursuits, career objectives or other personal interests. Verbal expression and nonverbal strategies should be part of the focus.

Step 1: Rehearse a speech.

- Use a mirror. Note nonverbal mannerisms and physical techniques.
- Use a voice recording; make notes about needed verbal changes.

Step 2: Revise story excerpts from first-person to third-person (or vice-versa).

Step 3: Interview an adult about what it is like to work in a specific career; use the interview as a springboard to write.

Step 4: Use photographs or pictures to practice noting descriptive details.

Step 5: Use photographs or pictures to trigger a story.

Step 6: Use music to frame a story.

Step 7: Write about and present a “first time” narrative.

Step 8: Plan a personal narrative.
<table>
<thead>
<tr>
<th></th>
<th>PRETEST EXPLAINING HOW SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using choral recitations, practice conventions of grammar.</td>
</tr>
<tr>
<td>2.</td>
<td>Rehearse a speech by recording the voice; make notes about what changes need to be made.</td>
</tr>
<tr>
<td>3.</td>
<td>Deliver impromptu one-minute speeches.</td>
</tr>
<tr>
<td>4.</td>
<td>Write a humorous “how to poem about a process.</td>
</tr>
<tr>
<td>5.</td>
<td>Outline steps in a process.</td>
</tr>
<tr>
<td>6.</td>
<td>Using a chart of other graphic organizer as a visual aid.</td>
</tr>
<tr>
<td>7.</td>
<td>Use a flipchart to present.</td>
</tr>
<tr>
<td>8.</td>
<td>Develop and use a technical drawing as a visual aid.</td>
</tr>
<tr>
<td>9.</td>
<td>Prepare a “how to” PowerPoint with attention to criteria such as: titles and main idea headings, bulleted lists, key words and phrases, parallel construction, arrangements, and formatting.</td>
</tr>
<tr>
<td>10.</td>
<td>Develop a “how to” video.</td>
</tr>
</tbody>
</table>
Other Activities/Assignments

1. **Group Presentation:** In groups of 5 or 6, students will choose from a list of topics about which to prepare a presentation. Students will be graded on how well they interact with their groups and their involvement in the actual presentation. As in professional presentations, groups will be required to use technology and visual aids to help convey information.

2. **TV Newscast:** In small groups, students will create a newscast, including different areas of coverage (news, sports, weather, and advertisements). This should be video recorded and edited.

3. **Advertisement:** Students will prepare and present a 3-5 minute persuasive speech in the form of a long advertisement or infomercial. It may be for a product, issue, or political campaign.