

Public Speaking Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Public Speaking Curriculum	
Content Area: Public Speaking	
Course Title: Public Speaking	Grade level: 11-12
Unit 1: What is Public Speaking? Why is it Important?	Dates for Units: September - October
Unit 2: Argumentative/Persuasive Speeches	Dates for Units: November - January
Unit 3: Research/Informational Speeches	Dates for Units: February - April
Unit 4: Personal/Reflective Speeches	Dates for Units: May - June
Date Created: August 1, 2018 Revised: August 2019	Board Approved On: 09/26/19

Lower Cape May Regional School District Public Speaking Curriculum Unit 1 Overview	
Content Area: Public Speaking	
Unit Title: What is Public Speaking? Why is it Important?	
Target Course/Grade Level: 11-12	
Unit Summary: <ul style="list-style-type: none"> Students will explore what public speaking is and the many ways it is used in their personal, and ultimately professional, lives. They will understand the concepts of interpersonal and intrapersonal relationships and how these concepts affect public speaking and how to adapt a speech to align with a specific audience or occasion. 	

Interdisciplinary Connections:

- Connections are made through discussions about future career paths.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Journal Entries
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Written Speeches: Students will choose a written speech to analyze for content, literary devices, and emotional appeal.
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Public Speeches: Students will view a publicly given speech (preferably the same one they used for the Analyzing Written Speeches activity) and critique the speakers visual cues, visual aids and mannerisms.
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Political Speeches: Students will view a political speech and note the speakers use of verbal and nonverbal elements during his/her speech. They will be instructed to pay attention for the speaker's use of ethos, pathos and logos and will decide if the speaker used these devices effectively or ineffectively in their speech.

W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Introductory Speech #1: Students will write and present a speech about something important to them; something they feel passionately about. They must include the use of ethos, pathos and logos and at least one visual aid.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● .What is Public Speaking? ● . Why is Public Speaking important? ● . Why are literary elements present in Public Speaking? ● . Why is it important to keep your audience or occasion in mind when preparing your speech? ● . What are the five canons of public speaking? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● . Public Speaking takes many forms. ● . Public Speaking is used every day. ● .The importance of verbal and nonverbal elements in public speaking. ● .The occasion, and ultimately your audience, will affect your speech. ● . Utilizing the five canons of public speaking will improve the quality and consistency of speeches.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Broaden student’s views on what Public Speaking truly entails. ● . Know literary devices are used in speeches to illustrate a point. ● . Understand that both verbal and nonverbal communication with the audience is crucial in public speaking. ● . The importance of adapting a speech to a specific audience or for a specific occasion. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● . Analyze different types of speeches ● . Emphasize reading and writing skills while comprehending the use and effectiveness of ethos, pathos and logos and differentiating between fact and opinion. ● . Continue to recognize the importance of public speaking in daily life. ● .Analyze and support by citing textual evidence ● .Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects ● .Conduct individual research and preparation of a topic or issue

	<ul style="list-style-type: none"> ● .Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion ● . Continue to improve understanding of the elements of an effective speech (introduction, supportive and/or illustrative details and conclusion) ● . Develop organizational strategies utilizing chromebooks or a computer as a tool for writing. ● . Evaluate supporting material for accuracy. ● . Create outlines that are effective and efficient. ● . Practice effective delivery techniques. ● . Participate in confidence building activities and incorporate these skills into speech preparation. ● . Participate in peer evaluations and self critiques/reflections. ● . Apply the five canons of public speaking to creating, delivering and critiquing speeches.
--	---

**Lower Cape May Regional School District Public Speaking Curriculum
Unit 2 Overview**

Content Area: Public Speaking

Unit Title: Argumentative/Persuasive Speeches

Target Course/Grade Level: 11-12

Unit Summary:

- Students will analyze persuasive and argumentative speeches that have been provided to them. Students will also be responsible for researching, preparing, composing and giving an argumentative speech and participating in a debate.

Interdisciplinary Connections:

- Students will be responsible for researching a controversial topic that affects them and writing an

argumentative speech defending their position on the topic. Students will also participate in a structured debate about a given topic.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Argumentative Speeches: Students will analyze argumentative speeches and focus on identifying the tools and research used by the speaker to validate their position.
RI.11-12.1, 4,7 W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Writing Argumentative Speeches: Students will employ researching skills to write an argumentative speech about a topic of their choosing. They must continue to build upon their use of ethos, pathos and logos while writing/giving the speech.
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Persuasive Speeches: Students will analyze a persuasive speech and focus on techniques used in the speech that would convince the audience to support the speaker's position on a topic.
RI.11-12.1, 4,7 W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Debate: Students will be assigned a topic and side that they must research and prepare to argue. Spectators will critique their peers based on techniques and tools discussed in class.

W.11-12.10	Daily Journal Entries
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● .What is an argumentative speech? ● .What is a persuasive speech? ● .What is a debate? ● . What is Monroe’s Motivated Sequence? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● .An argumentative speech is a speech which uses research and facts to support an argument. ● . A persuasive speech relies on emotional appeal to defend an argument. ● . A formal and structured argument about a given topic. ● . Adhering to Monroe’s Motivated Sequence will allow the speaker to motivate, inspire or persuade an audience to take action.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● . How to conduct research to locate credible sources. ● . How to structure an argumentative essay that incorporates valid information from credible sources. ● .How to structure a persuasive essay that appeals to the emotion aspect of a topic and audience. ● How utilize research and emotional appeal to defend a stance on a given topic. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● . Analyze sources to ensure credibility ● . Analyze argumentative and persuasive speeches as well as debates. ● . Analyze and support by citing textual evidence ● . Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects ● . Conduct individual research and preparation of a topic or issue ● . Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion ● . Continue to improve understanding of the elements of an effective speech (introduction, supportive and/or illustrative details and conclusion)

	<ul style="list-style-type: none"> ● . Develop organizational strategies utilizing chromebooks or a computer as a tool for writing. ● . Evaluate supporting material for accuracy. ● . Create outlines that are effective and efficient. ● . Practice effective delivery techniques. ● . Participate in confidence building activities and incorporate these skills into speech preparation. ● . Participate in peer evaluations and self critiques/reflections. ● . Apply the five canons of public speaking to creating, delivering and critiquing speeches. ● . Utilize Monroe’s Motivated Sequence when writing a persuasive speech.
--	--

**Lower Cape May Regional School District Public Speaking Curriculum
Unit 3 Overview**

Content Area: Public Speaking

Unit Title: Informational/ How To Speeches

Target Course/Grade Level: 11-12

Unit Summary:

- Students will be explore informative and how to speeches. They will focus on the importance of details and being able to not only verbally, but also physically demonstrate an idea.

Interdisciplinary Connections:

- Students will research different topics to educate their peers on for the informative speech. Students will have to instruct their peers on how to complete a task for their How-To speech. This could include, but is not limited to: cooking, playing a sport, completing a complex math problem or playing an instrument.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing Informative Speeches: Students will analyze informational speeches and identify the use of non-verbal aids and the impact the aids have on the speech.
W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Writing Informative Speeches: Students will write an informative speech about something that interests them or affects them in some way. Students will be responsible for incorporating non-verbal aids (diagrams, pictures, props, etc.) into their speech that will add significance to their speech.
RI.11-12.2 RI.11-12.4-6, 9 SL.11-12.1-6 L.11-12.1-6	Analyzing How-To Speeches: Students will view several how-to speeches and pay close attention for small detail that may be overlooked, but are important to the explanation and completion of the task at hand.
W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Writing How-To Speeches: Students will write and perform a how-to speech on a task of their choosing. They will need to ensure that every detail, no matter how small, is covered in their speech and demonstration.
W.11-12.10	Daily Journal Entries

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● . How does the use of non-verbal communication affect the delivery of information? ● . How does the use of visual aids enhance a speech? ● . Why is it important to have a detailed and sequentially accurate speech? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● . The use of non-verbal cues (eye contact, hand gestures, volume and control of tone, etc.) have an impact on the audience and can positively or negatively engage them. ● . Many people are visual learners and benefit from seeing information in addition to hearing it. Visual aids may also retain the attention of the audience. ● . Omitting details or steps may confuse the audience and result in an incomplete result.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● . The importance of engaging the audience through the use of non-verbal means. ● . The impact that appropriate and effective visual aids have on a presentation/speech. ● . The significance of each seemingly insignificant detail and sequence of information. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● . How to maintain eye contact and control the volume and tone of their voice appropriately for the task at hand. ● . Create effective visual aids that will enhance their presentation/speech. ● . Write and present detailed and specific speeches. ● . Analyze sources to ensure credibility ● . Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects ● . Conduct individual research and preparation of a topic or issue ● . Continue to improve understanding of the elements of an effective speech/presentation (introduction, supportive and/or illustrative details and conclusion) ● . Develop organizational strategies utilizing chromebooks or a computer as a tool for

	<p>writing.</p> <ul style="list-style-type: none"> ● . Evaluate supporting material for accuracy. ● . Create outlines that are effective and efficient. ● . Practice effective delivery techniques. ● . Participate in confidence building activities and incorporate these skills into speech preparation. ● . Participate in peer evaluations and self critiques/reflections. ● . Apply the five canons of public speaking to creating, delivering and critiquing speeches.
--	---

**Lower Cape May Regional School District Public Speaking Curriculum
Unit 4 Overview**

Content Area: Public Speaking

Unit Title: Real World Public Speaking

Target Course/Grade Level: 11-12

Unit Summary:

- Students will explore many types of “real world” public speaking scenarios. They will become acquainted with scenarios where they will perhaps have very little or no time to prepare or will be asked to speak on a very personal level.

Interdisciplinary Connections:

- Students will write their impromptu speech on a variety of different topics that cover various subject matters.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Writing an Impromptu Speech: Students will be given a topic and a minimal amount of time to prepare their speech.
W.11-12.1-8, 10 SL.11-12.1-6 L.11-12.1-6	Writing a Ceremonial Speech: Students will be asked to write a speech that they may be tasked with at some point in their life (best man/maid of honor speech, eulogy, etc.)
W.11-12-10	Daily Journal Entires
Unit Enduring Questions: <ul style="list-style-type: none"> • . What do I do if I don't have time to prepare a speech? • . Why is public speaking important to me? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • . It is important to be able to think on your feet. • . Informal public speaking opportunities will surface throughout your life.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • . Methods to use if they have little or no time to prepare a speech. 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> • . Write an impromptu speech utilizing methods learned.

<ul style="list-style-type: none"> • . How to prepare for personal speech. 	<ul style="list-style-type: none"> • . Incorporate appropriate personal feelings or stories into a speech. • . Continue to improve understanding of the elements of an effective speech/presentation (introduction, supportive and/or illustrative details and conclusion) • . Develop organizational strategies utilizing chromebooks or a computer as a tool for writing. • . Evaluate supporting material for accuracy. • . Create outlines that are effective and efficient. • . Practice effective delivery techniques. • . Participate in confidence building activities and incorporate these skills into speech preparation. • . Participate in peer evaluations and self critiques/reflections. • . Apply the five canons of public speaking to creating, delivering and critiquing speeches.
---	---

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Student Conferences
- Teacher Observation
- Journal Entries
- Group Discussions

Summative Assessment Utilized throughout Units:

- Research/Informative Speeches
- Argumentative/Persuasive Speeches
- Debates
- Impromptu/Ceremonial Speeches
- Personal Speeches

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups

- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

Project-based Learning Tasks:

- Individual Speeches
- Power Point/Visual Aids
- Group Debates
- How-To Speech

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
- Students will utilize Chromebooks/computers on a daily basis for in-class writing assignments and group projects
- Students will conduct research using both school provided resources and those they access themselves.

- Students will submit work using www.turnitin.com
- Students will share documents, Power Points, etc., using Google Drive or Microsoft 365.

Resources:

- Ancillary resources and materials used to deliver instruction **are included below:**

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs.

	open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Curriculum development Resources/Instructional Materials:	
List or Link Ancillary Resources and Curriculum Materials Here: <ul style="list-style-type: none"> • https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf 	

Board of Education Approved Text(s)

- *Speech: Communication Matters* Second Edition by McCutcheon, Schaffer, Wycoff
- *The Philadelphia Press Guide to Public Speaking* The Philadelphia Press (Pending Board Approval)