Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets (SWBAT)	Common Assessments (Formative & Summative) Indicated *required	Interdisciplin ary Connections	21st Century Connections
MP I / III,	What makes	Comprehension is	SL1: Prepare for	SL.9-10.1: Initiate	Work with peers to	Formative:		CRP1: Act as a
Unit 1:	collaboration	enhanced through	and participate	and participate	define the rules and roles	-Partner		responsible and
Introductions	meaningful?	a collaborative	effectively in a	effectively in a range	necessary for collegial	interviews		contributing
		process of sharing	range of	of collaborative	discussions and	-Partner		citizen and
1-2 weeks	What makes a	and evaluating	conversations and	discussions	decision-making.	introductions		employee.
	presentation	ideas and	collaborations	(one-on-one, in		-"Three Things		CRP4:
	"great"?	confidence is	with diverse	groups, and	Participate in a	About Me"		Communicate
		gained when	partners, building	teacher-led) with	discussion by posing	(Pre-assessment)		clearly and
	"What I say"	speaking to	on others' ideas	peers on grades 9–10	questions that connect	-Large / small		effectively and
	versus "how I say	groups of peers.	and expressing	topics, texts, and	the ideas of several	group		with reason.
	it", does it really		their own clearly	issues, building on	speakers, responding to	discussions		
	matter?	Presentation of	and persuasively.	others' ideas and	questions, and	-Peer evaluation		CRP6:
		knowledge and		expressing their own	elaborating on own ideas			Demonstrate
	Why do the rules	ideas is enhanced	SL4: Present	clearly and	and/or the ideas of others			creativity and
	of language	through	information,	persuasively.	to propel discussions.			innovation.
	matter?	appropriate	findings, and	A. Come to				9.3.12.ED.2:
		organization and	supporting	discussions prepared,	Respond thoughtfully to			Demonstrate
	Communicating	style for an	evidence such	having read and	diverse perspectives			effective oral,
	clearly: What does	audience via the	that listeners can	researched material	presented in a			written and
	it take?	use of visual	follow the line of	under study; explicitly	discussion, integrate			multimedia
		displays,	reasoning and the	draw on that	them with one's own			communication in
		technology, and /	organization,	preparation by	when warranted, and			multiple formats
		or the appropriate	development, and	referring to evidence	justify one's own views			and contexts.
		use of language.	style are	from texts and other	based on evidence			9.3.12.ED.5:
			appropriate to	research on the topic	introduced by others.			Demonstrate
		Effective	task, purpose, and	or issue to stimulate a				
		communication of	audience.	thoughtful,	Present information,			group collaboration
		ideas when	OT C. A.1	well-reasoned	findings, and/or			skills to enhance
		speaking or	SL6: Adapt	exchange of ideas.	supporting evidence			professional
		writing relies on	speech to a	B. Collaborate with	clearly, concisely, and			education and
		the appropriate	variety of	peers to set rules for	logically.			education and

use of the	contexts and	discussions (e.g.	Present information in a	train	ning practice.
conventions of	communicative	informal consensus,	sequence that allows the	9.3	.12.ED-TT.5:
language.	tasks,	taking votes on key	listener to follow my line		ablish a
	demonstrating	issues, presentation of	of reasoning.		itive climate to
	command of	alternate views);		_	mote learning.
	formal English	develop clear goals	Prepare a presentation	pro	mote learning.
	when indicated or	and assessment	with organization,		
	appropriate.	criteria (e.g. student	development, substance,		
		developed rubric) and	and style that are		
	L1: Demonstrate	assign individual roles	appropriate to purpose,		
	command of the	as needed.	task, and audience.		
	conventions of	C. Propel			
	standard English	conversations by	Identify various reasons		
	grammar and	posing and	for speaking.		
	usage when	responding to			
	writing or	questions that relate	Determine speaking		
	speaking.	the current discussion	tasks that will require a		
		to broader themes or	formal structure.		
		larger ideas; actively			
		incorporate others	Use parallel structure		
		into the discussion;	correctly.		
		and clarify, verify, or			
		challenge ideas and	Use appropriate phrases		
		conclusions.	and clauses to convey		
		D. Respond	specific meaning and add		
		thoughtfully to	variety and interest to		
		various perspectives,	presentations.		
		summarize points of			
		agreement and			
		disagreement, and			
		justify own views.			
		Make new			
		connections in light of			
		the evidence and			
		reasoning presented.			
		SL.9-10.4: Present			
		information, findings,			

and supporting
evidence clearly,
concisely, and
logically. The content,
organization,
development, and
style are appropriate
to task, purpose, and
audience.
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
1 0 1

			1	Tuone Speaking	<u></u>	1	1	
				variety and interest to				
				writing or				
				presentations.				
MP I / III,	What makes	Comprehension is	SL1: Prepare for	SL.9-10.1: Initiate	Work with peers to	Formative:		CRP1: Act as a
Unit 2:	collaboration	enhanced through	and participate	and participate	define the rules and roles	-Small / large		responsible and
Demonstratio	meaningful?	a collaborative	effectively in a	effectively in a range	necessary for collegial	group discussion		contributing
n		process of sharing	range of	of collaborative	discussions and	-Observations (of		citizen and
	Making meaning	and evaluating	conversations and	discussions	decision-making.	recorded		employee.
3-4 weeks	from a variety of	ideas and	collaborations	(one-on-one, in		speeches, teacher		CRP4:
	sources: what will	confidence is	with diverse	groups, and	Participate in a	model, etc)		Communicate
	help?	gained when	partners, building	teacher-led) with	discussion by posing	-Speech Outline		clearly and
		speaking to	on others' ideas	peers on grades 9–10	questions that connect			effectively and
	What makes a	groups of peers.	and expressing	topics, texts, and	the ideas of several	Summative:		with reason.
	presentation		their own clearly	issues, building on	speakers, responding to	Demonstration		
	"great"?	Presentation of	and persuasively.	others' ideas and	questions, and	Speech		CRP6:
		knowledge and		expressing their own	elaborating on own ideas	performance		Demonstrate
	"What I say"	ideas is enhanced	SL4: Present	clearly and	and/or the ideas of others			creativity and
	versus "how I say	through	information,	persuasively.	to propel discussions.			innovation.
	it", does it really	appropriate	findings, and	A. Come to				CRP11: Use
	matter?	organization and	supporting	discussions prepared,	Respond thoughtfully to			technology to
		style for an	evidence such	having read and	diverse perspectives			enhance
	Why do the rules	audience via the	that listeners can	researched material	presented in a			productivity.
	of language	use of visual	follow the line of	under study; explicitly	discussion, integrate			9.3.12.ED.2:
	matter?	displays,	reasoning and the	draw on that	them with one's own			Demonstrate
		technology, and /	organization,	preparation by	when warranted, and			effective oral,
	Communicating	or the appropriate	development, and	referring to evidence	justify one's own views			written and
	clearly: What does	use of language.	style are	from texts and other	based on evidence			multimedia
	it take?	F-00	appropriate to	research on the topic	introduced by others.			communication in
		Effective	task, purpose, and	or issue to stimulate a	D			multiple formats
		communication of	audience.	thoughtful,	Present information,			and contexts.
		ideas when	OT C. A.1.	well-reasoned	findings, and/or			
		speaking or	SL6: Adapt	exchange of ideas.	supporting evidence			9.3.12.ED-TT.5:
		writing relies on	speech to a	B. Collaborate with	clearly, concisely, and			Establish a
		the appropriate	variety of	peers to set rules for	logically.			positive climate to
		use of the	contexts and	discussions (e.g.	D			promote learning.
		conventions of	communicative	informal consensus,	Present information in a			
		language.	tasks,	taking votes on key	sequence that allows the			
			demonstrating	issues, presentation of	listener to follow my line			

command of	alternate views);	of reasoning.	
formal English	develop clear goals		
when indicated or	and assessment	Prepare a presentation	
appropriate.	criteria (e.g. student	with organization,	
	developed rubric) and	development, substance,	
	assign individual roles	and style that are	
	as needed.	appropriate to purpose,	
	C. Propel	task, and audience.	
	conversations by		
	posing and	Identify various reasons	
	responding to	for speaking.	
	questions that relate		
	the current discussion	Determine speaking	
	to broader themes or	tasks that will require a	
	larger ideas; actively	formal structure.	
	incorporate others		
	into the discussion;	Compose a formal	
	and clarify, verify, or	speech that demonstrates	
	challenge ideas and	a command of grades	
	conclusions.	9-10 Language	
	D. Respond	standards.	
	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.		
	CT 0 40 4 D		
	SL.9-10.4: Present		
	information, findings,		
	and supporting		
	evidence clearly,		
	concisely, and		
	logically. The content,		

organization, development, and style are appropriate to task, purpose, and audience. 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.

				Public Speaking				
MP I / III,	What makes	Comprehension is	SL1: Prepare for	SL.9-10.1: Initiate	Work with peers to	Formative:		
Unit 3:	collaboration	enhanced through	and participate	and participate	define the rules and roles	-Small / large	8.1: All	CRP1: Act as a
Informative	meaningful?	a collaborative	effectively in a	effectively in a range	necessary for collegial	group discussion	students will	responsible and
Speaking		process of sharing	range of	of collaborative	discussions and	-Observations (of	use digital	contributing
	Making meaning	and evaluating	conversations and	discussions	decision-making.	recorded	tools to access,	citizen and
4-5 weeks	from a variety of	ideas and	collaborations	(one-on-one, in		speeches, teacher	manage,	employee.
	sources: what will	confidence is	with diverse	groups, and	Participate in a	model, etc)	evaluate, and	1 3
	help?	gained when	partners, building	teacher-led) with	discussion by posing	-Speech Outline	synthesize	CRP4:
		speaking to	on others' ideas	peers on grades 9–10	questions that connect	-Google	information in	Communicate
	What makes a	groups of peers.	and expressing	topics, texts, and	the ideas of several	Presentation	order to solve	clearly and
	presentation		their own clearly	issues, building on	speakers, responding to	drafts	problems	effectively and
	"great"?	Presentation of	and persuasively.	others' ideas and	questions, and	-Research notes	individually	with reason.
		knowledge and		expressing their own	elaborating on own ideas	-Peer evaluation	and collaborate	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	"What I say"	ideas is enhanced	SL2: Integrate	clearly and	and/or the ideas of others		and to create	CRP6:
	versus "how I say	through	and evaluate	persuasively.	to propel discussions.	Summative:	and	Demonstrate
	it", does it really	appropriate	information	A. Come to		Informative	communicate	creativity and
	matter?	organization and	presented in	discussions prepared,	Respond thoughtfully to	Speech	knowledge.	innovation.
		style for an	diverse media and	having read and	diverse perspectives	performance		innovation.
	Why do the rules	audience via the	formats,	researched material	presented in a		8.1.12.D.1:	CRP7: Employ
	of language	use of visual	including	under study; explicitly	discussion, integrate			valid and reliable
	matter?	displays,	visually,	draw on that	them with one's own		Demonstrate	research
		technology, and /	quantitatively,	preparation by	when warranted, and		appropriate	strategies.
	Communicating	or the appropriate	and orally.	referring to evidence	justify one's own views		application of	strategies.
	clearly: What does	use of language.	CT 4 D	from texts and other	based on evidence		copyright, fair	CRP11: Use
	it take?	Ecc .:	SL4: Present	research on the topic	introduced by others.		use and/or	
		Effective	information,	or issue to stimulate a	114:6		Creative	technology to enhance
		communication of	findings, and	thoughtful,	Identify purposes for		Commons to	
		ideas when	supporting	well-reasoned	presenting information to		an original	productivity.
		speaking or	evidence such that listeners can	exchange of ideas. B. Collaborate with	an audience.		work.	0.2.12 ED 2
		writing relies on	follow the line of		Analyse the information			9.3.12.ED.2:
		the appropriate use of the		peers to set rules for discussions (e.g.	Analyze the information presented in diverse			Demonstrate
		conventions of	reasoning and the	informal consensus,	media and formats and			effective oral,
			organization,	taking votes on key	integrate the information			written and
		language.	development, and style are	issues, presentation of	to gain an overall			multimedia
			•	alternate views);	understanding of the			communication in
			appropriate to task, purpose, and	develop clear goals	topic presented.			multiple formats
					topic presented.			and contexts.
			audience.	and assessment				

	criteria (e.g. student	Evaluate the credibility	
SL5: Make	developed rubric) and	and accuracy of various	0.2.12.ED TH.
		I I	9.3.12.ED-TT.5:
strategic use of	assign individual roles	presentations.	Establish a
digital media and	as needed.	December in Commention	positive climate to
visual displays of	C. Propel	Present information,	promote learning.
data to express	conversations by	findings, and/or	
information and	posing and	supporting evidence	
enhance	responding to	clearly, concisely, and	
understanding of	questions that relate	logically.	
presentations.	the current discussion		
	to broader themes or	Present information in a	
SL6: Adapt	larger ideas; actively	sequence that allows the	
speech to a	incorporate others	listener to follow my line	
variety of	into the discussion;	of reasoning.	
contexts and	and clarify, verify, or		
communicative	challenge ideas and	Prepare a presentation	
tasks,	conclusions.	with organization,	
demonstrating	D. Respond	development, substance,	
command of	thoughtfully to	and style that are	
formal English	various perspectives,	appropriate to purpose,	
when indicated or	summarize points of	task, and audience.	
appropriate.	agreement and		
	disagreement, and	Identify the parts of	
L1: Demonstrate	justify own views.	one's presentation,	
command of the	Make new	including findings,	
conventions of	connections in light of	reasoning, and evidence,	
standard English	the evidence and	that could use	
grammar and	reasoning presented.	clarification,	
usage when		strengthening, and / or	
writing or	SL.9-10.2: Integrate	additional interest.	
speaking.	multiple sources of		
	information presented	Integrate appropriate	
	in diverse media or	digital media in a	
	formats (e.g., visually,	strategic manner to	
	quantitatively,	improve one's	
	qualitatively, orally)	presentation.	
	evaluating the	_	

accuracy of each	for speaking.
source.	for speaking.
source.	Determine analine
CI 0 10 4. D	Determine speaking
SL.9-10.4: Present	tasks that will require a
information, findings,	formal structure.
and supporting	
evidence clearly,	Compose a formal
concisely, and	speech that demonstrates
	a command of grades
	9-10 Language
development, and	standards.
style are appropriate	
to task, purpose, and	Use parallel structure
audience.	correctly.
SL.9-10.5: Make	Use appropriate phrases
strategic use of digital	and clauses to convey
media (e.g., textual,	specific meaning and add
graphical, audio,	variety and interest to
	presentations.
elements) in	
presentations to	
enhance findings,	
reasoning, and	
evidence and to add	
interest.	
merest.	
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	

MD II / IV	What well as	Commoderation	SI 1. Desgrave Con	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.	Warls with a courte	Towns the same of	CDD1. Act on
MP II / IV, Unit 4: Declamation 3-4 weeks	What makes collaboration meaningful? Making meaning from a variety of sources: what will help? What makes a presentation "great"? "What I say" versus "how I say it", does it really	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas and confidence is gained when speaking to groups of peers. Presentation of knowledge and ideas is enhanced through appropriate	sL1: 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. sl6: Adapt speech to a variety of	sL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to	Work with peers to define the rules and roles necessary for collegial discussions and decision-making. 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.	Formative: -Small / large group discussion -Observations (of recorded speeches, teacher model, etc) -Speech scoring practice -Declamation speeches "round one" (for peer feedback only) Summative: Declamation	CRP1: Act as a responsible and contributing citizen and employee. CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP11: Use

matter?	organization and	contexts and	discussions prepared,	Respond thoughtfully to	Final	technology to
matter:	style for an	communicative	having read and	diverse perspectives	Performance	enhance
Why do the rules	audience via the	tasks,	researched material	presented in a	1 criormance	productivity.
of language	use of visual	demonstrating	under study; explicitly	discussion, integrate		1
matter?	displays,	command of	draw on that	them with one's own		9.3.12.ED.2:
matter!	technology, and /	formal English	preparation by	when warranted, and		Demonstrate
Communicating	or the appropriate	when indicated or	referring to evidence	justify one's own views		effective oral,
clearly: What does	use of language.	appropriate.	from texts and other	based on evidence		written and
it take?	use of fallguage.	арргорпасе.	research on the topic	introduced by others.		multimedia
it take?	Effective		or issue to stimulate a	introduced by others.		communication in
	communication of			Idantif.		multiple formats
			thoughtful,	Identify various reasons		and contexts.
	ideas when		well-reasoned	for speaking.		9.3.12.ED.5:
	speaking or		exchange of ideas.	Determine and line		Demonstrate
	writing relies on		B. Collaborate with	Determine speaking		group
	the appropriate		peers to set rules for	tasks that will require a		collaboration
	use of the		discussions (e.g.	formal structure.		skills to enhance
	conventions of		informal consensus,			professional
	language.		taking votes on key			education and
			issues, presentation of			
			alternate views);			training practice.
			develop clear goals			9.3.12.ED-TT.5:
			and assessment			Establish a
			criteria (e.g. student			positive climate to
			developed rubric) and			promote learning.
			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.
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,
ucpenuent, noun,

				relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				
					4 44			
MP II / IV, Unit 5: Sales	What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing	SL1: Prepare for and participate effectively in a range of	SL.9-10.1: Initiate and participate effectively in a range of collaborative	Work with peers to define the rules and roles necessary for collegial discussions and	Formative: -Small / large group discussion -Observations (of	8.1: All students will use digital tools to access,	CRP1: Act as a responsible and contributing citizen and
4-5 weeks	Making meaning from a variety of sources: what will help? What makes a presentation "great"?	and evaluating ideas and confidence is gained when speaking to groups of peers. Presentation of	conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and	decision-making. Come prepared with key points to contribute to a discussion and stimulate a well-reasoned exchange of ideas.	recorded speeches, teacher model, etc) -Practice sales / impromptu speeches practice -Group task progress sheets	manage, evaluate, and synthesize information in order to solve problems individually and collaborate	employee. CRP4: Communicate clearly and effectively and with reason. CRP6:
	"What I say" versus "how I say it", does it really matter? Why do the rules	knowledge and ideas is enhanced through appropriate organization and style for an audience via the	SL2: Integrate and evaluate information presented in diverse media and formats,	expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material	Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on own ideas	-Presentation Outline -Research notes Summative: Group Sales Presentation	and to create and communicate knowledge.	Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies.
	of language matter? Communicating clearly: What does it take?	use of visual displays, technology, and / or the appropriate use of language.	including visually, quantitatively, and orally. SL3: Evaluate a	under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	and/or the ideas of others to propel discussions. Respond thoughtfully to diverse perspectives presented in a			CRP9: Model integrity, ethical leadership and effective management
		Effective communication of ideas when speaking or writing relies on the appropriate	speaker's point of view, reasoning, and use of evidence and rhetoric.	or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for	discussion, integrate them with one's own when warranted, and justify one's own views based on evidence introduced by others.			CRP11: Use technology to enhance productivity. CRP12: Work productively in

use of the	SL4: Present	discussions (e.g.	Identify purposes for	teams while using
convention		informal consensus,	presenting information to	cultural global
	,	,	an audience.	-
language.	findings, and	taking votes on key	an addience.	competence.
	supporting	issues, presentation of	A mala made in farmation	9.3.12.ED.2:
	evidence such	alternate views);	Analyze the information	Demonstrate
	that listeners can	develop clear goals	presented in diverse	effective oral,
	follow the line of	and assessment	media and formats and	written and
	reasoning and the	criteria (e.g. student	integrate the information	multimedia
	organization,	developed rubric) and	to gain an overall	communication in
	development, and	assign individual roles	understanding of the	multiple formats
	style are	as needed.	topic presented.	and contexts.
	appropriate to	C. Propel		
	task, purpose, and	conversations by	Evaluate the credibility	9.3.12.ED.5:
	audience.	posing and	and accuracy of various	Demonstrate
		responding to	presentations.	group
	SL5: Make	questions that relate		collaboration
	strategic use of	the current discussion	Determine a speaker's	skills to enhance
	digital media and	to broader themes or	point of view and	professional
	visual displays of	larger ideas; actively	explain his/her	
	data to express	incorporate others	reasoning.	training practice.
	information and	into the discussion;		9 3 12 ED-TT 5
	enhance	and clarify, verify, or	Define rhetoric.	
	understanding of	challenge ideas and		
	presentations.	conclusions.	Identify when a speaker	
		D. Respond	uses evidence and/or	promote rearming.
	SL6: Adapt	thoughtfully to	rhetoric and analyze how	
	speech to a	various perspectives,	these techniques	
	variety of	summarize points of	strengthen his/her point	
	contexts and	agreement and	of view or purpose.	
	communicative			
	tasks,		Present information,	
		Make new		
		0 P	- 3 3) .	
		SL.9-10.2: Integrate	Present information in a	
	L1: Demonstrate			
	visual displays of data to express information and enhance understanding of presentations. SL6: Adapt speech to a variety of contexts and communicative	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.	reasoning. Define rhetoric. Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.	education and training practice. 9.3.12.ED-TT.5: Establish a positive climate to promote learning.

command of the	information progented	listener to follow my line	
	information presented		
conventions of	in diverse media or	of reasoning.	
standard English	formats (e.g., visually,		
grammar and	quantitatively,	Prepare a presentation	
usage when	qualitatively, orally)	with organization,	
writing or	evaluating the	development, substance,	
speaking.	credibility and	and style that are	
	accuracy of each	appropriate to purpose,	
	source.	task, and audience.	
	SL.9-10.3: Evaluate a	Identify the parts of	
	speaker's point of	one's presentation,	
	view, reasoning, and	including findings,	
	use of evidence and	reasoning, and evidence,	
	rhetoric, identifying	that could use	
	any false reasoning or	clarification,	
	distorted evidence.	strengthening, and / or	
		additional interest.	
	SL.9-10.4: Present		
	information, findings,	Integrate appropriate	
	and supporting	digital media in a	
	evidence clearly,	strategic manner to	
	concisely, and	improve one's	
	logically. The content,	presentation.	
	organization,	presentation.	
	development, and	Identify various reasons	
	style are appropriate	for speaking.	
	to task, purpose, and	101 Speaking.	
	audience.	Determine encelving	
	audience.	Determine speaking	
	CT 0 10 5. M-1	tasks that will require a	
	SL.9-10.5: Make	formal structure.	
	strategic use of digital		
	media (e.g., textual,	Compose a formal	
	graphical, audio,	speech that demonstrates	
	visual, and interactive	a command of grades	
	elements) in	9-10 Language	
	presentations to	standards.	
	enhance findings,		

				reasoning, and evidence and to add interest. SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	Use parallel structure correctly. Use appropriate phrases and clauses to convey specific meaning and add variety and interest to presentations.		
				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.			
MP II / IV, Unit 6: Tribute	What makes a presentation "great"?	Comprehension is enhanced through a collaborative	SL4: Present information, findings, and	SL.9-10.4: Present information, findings, and supporting	Present information, findings, and/or supporting evidence	Formative: -Small / large group discussion	CRP1: Act as a responsible and contributing

		process of sharing	supporting	evidence clearly,	clearly, concisely, and	-Observations (of	citizen and
1 week	"What I say"	and evaluating	evidence such	concisely, and	logically.	recorded	employee.
	versus "how I say	ideas and	that listeners can	logically. The content,		speeches, teacher	
	it", does it really	confidence is	follow the line of	organization,	Present information in a	model, etc)	CRP4:
	matter?	gained when	reasoning and the	development, and	sequence that allows the	-Tribute Speech	Communicate
		speaking to	organization,	style are appropriate	listener to follow my line	manuscript draft	clearly and
	Why do the rules	groups of peers.	development, and	to task, purpose, and	of reasoning.	1	effectively and
	of language		style are	audience.		Summative	with reason.
	matter?	Presentation of	appropriate to		Prepare a presentation	(Final Exam):	CRP6:
		knowledge and	task, purpose, and	SL.9-10.6: Adapt	with organization,	Tribute Speech	Demonstrate
	Communicating	ideas is enhanced	audience.	speech to a variety of	development, substance,		creativity and
	clearly: What does	through		contexts and tasks,	and style that are		innovation.
	it take?	appropriate	SL6: Adapt	demonstrating	appropriate to purpose,		9.3.12.ED.2:
		organization and	speech to a	command of formal	task, and audience.		Demonstrate
		style for an	variety of	English.			effective oral,
		audience via the	contexts and		Identify various reasons		written and
		use of visual	communicative	L.9-10.1:	for speaking.		multimedia
		displays,	tasks,	Demonstrate			communication in
		technology, and /	demonstrating	command of the	Determine speaking		multiple formats
		or the appropriate	command of	conventions of	tasks that will require a		and contexts.
		use of language.	formal English	standard English	formal structure.		9.3.12.ED-TT.5:
		7.00	when indicated or	grammar and usage			Establish a
		Effective	appropriate.	when writing or	Compose a formal		positive climate to
		communication of	11 D	speaking.	speech that demonstrates		promote learning.
		ideas when	L1: Demonstrate	A. Use parallel	a command of grades		promote learning.
		speaking or	command of the conventions of	structure.	9-10 Language		
		writing relies on		B. Use various types	standards.		
		the appropriate use of the	standard English grammar and	of phrases (noun, verb, adjectival,	Use parallel structure		
		conventions of	usage when	adverbial, participial,	correctly.		
			writing or	prepositional,	correctly.		
		language.	speaking.	absolute) and clauses	Use appropriate phrases		
			speaking.	(independent,	and clauses to convey		
				dependent; noun,	specific meaning and add		
				relative, adverbial) to	variety and interest to		
				convey specific	presentations.		
				meanings and add	presentations.		
				variety and interest to			

		writing or		
		presentations.		