

## **COURSE SYLLABUS 2019-2020**

Cicely Tyson Middle/High School

Ms. J. Washington

Title of course: **PUBLIC SPEAKING**

5 credits

School number: (973) 414-8600, Ext 53205

Academic Year: 2019-2020, M-F Room Number(s) 130, Period 9

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### **CURRICULUM:**

New Jersey Student Learning Standards for Speaking and Listening

Student Learning Objectives:

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.1.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.

CCSS.ELA-LITERACY.SL.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4

Present information, findings, and supporting evidence clearly, concisely, and logically

such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

## **WE ARE LEARNING TO:**

### **Thinking and Problem-Solving Skills:**

- Frame, analyze and synthesize information in order to solve problems and answer questions.

### **Reason Effectively**

- Exercising sound reasoning in understanding

### **Use Systems Thinking**

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### **Make Judgments and Decisions**

- Make complex choices and decisions
- Analyze and evaluate major alternative points of view
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### **Solve Problems**

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

### **Communication:**

- Articulate thoughts and ideas clearly and effectively
- Discuss conventions of video clips that communicate the story
- Demonstrate understanding of story elements and key concepts through collaboration

### **Information Literacy:**

- Use information accurately and creatively for the issue or problem at hand
- Research and analyze information regarding an issue or problem
- Present a creative demonstration of understanding of the problem and its solutions

## **METHODS OF INSTRUCTION**

A variety of different teaching methods will be used, such as lectures, group discussions, team projects, peer-review, hands-on activities, learning stations and presentations, and many other methods.

## **HOMEWORK**

Homework is essential for success. Homework will be given on a regular basis in the form of reading, writing, or studying. Students should take pride in the way their assignments are presented. Students may be asked to redo work that is sloppy or lacking correct format at the discretion of the teacher. It is expected that ALL homework will be submitted. Even If assignment is late students must still complete the assignment.

## **WEEKLY ASSIGNMENTS**

Students have two things they should be doing regularly... studying. Weekly word study and reading for 30 minutes daily for their Independent Reading requirement. Vocabulary is an integral component of speaking and thus there will be weekly vocabulary word study and quizzes. There will also be readings in association with our unit of study.

## **GRADING**

Students' effort, knowledge, and skills will be assessed through a variety of academic benchmarks:

- Speaking assignments, tests, and quizzes
- Individual Projects
- Class Participation
- Homework and Journal Responses

**GRADE BREAKDOWN** – Grading policy requires that all work be completed by the due date in order to receive full credit. There are five categories for grading:

1. Classwork /Participation (15%)
2. Homework/ Independent Reading (10%)
3. Test (30%)
4. Speeches, Writing & Projects (25%)
5. Quizzes, Unit/ District Tests (20%)

## **ABSENCES**

If the student is absent, the student must see the teacher immediately upon return to get the work that was missed or students may wish to have a classroom buddy.

## **MATERIALS FOR PUBLIC SPEAKING**

- (1)Marble composition notebooks
- (1 package of loose-leaf filler paper
- (1) Pocket folders

## **GENERAL CLASSROOM RULES**

- Do not disrupt others from learning or the teacher from teaching
- Keep bathroom visits during class to a minimum.
- Bring what you are required to for class
- Meet deadlines!
- Be on time!

**Opportunities for Extra Support: By appointment.**