8th Grade Public Speaking

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

The primary objective of the Communication Skills Program is to help prepare our students to be the leaders of tomorrow, as we move forward into the 21st century. The Communication Skills program is a nine week elective course, for 8th grade students. In this course, students learn to shape and express their ideas with clarity and confidence. The primary component is public speaking with a secondary focus on general communication skills.

In the public speaking course, students will learn about a variety of uses for public speaking, and specific methods used to construct speeches. Students learn how effective public speaking skills become an asset, by applying them to daily situations. Topics include research methods, construction, delivery, and constructive criticism. In this course, students develop and deliver speeches. By the end of the marking period, each student will deliver persuasive, informative, and entertaining speeches. These skills will help to promote confidence and self-esteem. Additionally, it will prepare them for various interview experiences – job, college, etc.

Given the proven importance of oral literacy for academic and career success, it is vital that our students are given the tools to become effective communicators and the confidence that comes from presenting their thoughts and ideas in a safe, supportive classroom environment. In addition to content-based knowledge and specific skills, this curriculum integrates the skills, knowledge, and expertise of 21st Century Learning as identified by the Partnership for 21st Century Skills. Twenty-first Century Learning, when used in combination with standards-based content, ensures that students are prepared for success in today’s challenging environment. In this course, students will utilize elements of public speaking in an effort to communicate more effectively. Using all the tools at their disposal: voice, body, mind, heart, as well as technology, students will solve challenging, authentic problems, as they become more adept in their ability to persuade, entertain, or inspire.
MISSION STATEMENT

The mission of the Communication Skills course is to promote confidence and self-esteem in each student, as he/she grows and matures throughout the middle school years. The students will learn to form, shape, and share their ideas with confidence and clarity. This mission will be accomplished by:

- Appreciating language as a powerful tool for communication
- Developing a tolerance for the ideas and values of others
- Recognizing personal strengths and areas for growth
- Appreciating diversity
- Accepting and giving constructive criticism

Students will:

- Communicate effectively
- Work cooperatively
- Speak clearly and concisely
- Speak to a variety of purposes and audiences
- Initiate ideas and participate actively

This course is an elective offering at the middle school level. By the end of this course each student will have participated in, and completed all the areas covered in this curriculum guide. This curriculum guide addresses the New Jersey Student Learning Standards for Technology, and the New Jersey Student Learning Standards for 21st Century Skills.
COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To recognize the elements required for clear and effective communication.
2. To formulate and express ideas effectively, using both verbal and non-verbal forms of communication.
3. To work cooperatively and productively with others in the creation and performance of speeches, monologues, and small group presentations.
4. To use movement, still image, and other non-verbal communication techniques to interpret a range of literary selections.
5. To use a variety of drama techniques to develop and sustain a characterization in performance.
6. To recognize the elements of stage improvisation and demonstrate acquired skills in a variety of improvisational scenes and exercises.
7. To establish criteria for peer evaluation and objective self-critique.
STUDENT PROFICIENCIES

The student will achieve proficiency in the following areas:

Knowledge
1. Understand a variety of uses for communication
2. Learn dramatic language
3. Understand the concept of negotiation
4. Discover how roles in theatre mirror roles in life
5. Learn dramatic structure
6. Understand the purpose of public speaking
7. Learn about different types of speeches

Skills
1. Define communication
2. Assume a character
3. Use non-verbal body language to communicate feeling
4. Speak clearly
5. Use dramatic and figurative language
6. Engage in constructive criticism
7. Research, construct, and deliver a speech
8. Vocalize with confidence
9. Use technology to support and convey meaning

Character
1. Appreciate language as a powerful tool for communication
2. Develop a tolerance for the ideas and values of others
3. Recognize personal strengths and weaknesses
4. Recognize importance of drama and public speaking, and sustained belief in the roles that they play
5. Appreciate diversity
6. Appreciate importance of rehearsal
7. Accept and give constructive criticism
8. Communicate effectively
9. Work cooperatively
10. Speak clearly and concisely
11. Speak to a variety of purposes and audiences
12. Participate actively in all aspects of class
13. Initiate ideas, which shape dramatic work
14. Take calculated risks with regard to improvisation
15. Express responses with care and commitment
16. Rehearse scenes and speeches
METHODS OF EVALUATION

1. Teacher developed tests and quizzes
2. Teacher observation and evaluation of class/group participation
3. Rubrics for presentations, scene work, and speeches
4. Performance-based assessments
5. Peer and self-critique/reflection
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb’s Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
• Career based learning incorporated into each lesson
• Exploration Activities
• Student choice

**ELLs**
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Consultation with ESL teachers
• Manipulatives
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Modified homework
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Manipulatives
• Flipped Instruction
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
Multi-sensory approach to instruction
Written and spoken step-by-step directions
Content-focused assessment (not grading for spelling/grammar)
Graphic organizers
Non-verbal cues to begin task/remain on task/refocus
Individual monitoring for understanding/reinforced instruction
Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
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- Assessment read aloud
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- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies
# SCOPE AND SEQUENCE

## COURSE OUTLINE/STUDENT OBJECTIVE

### Grade 8

The student will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
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<tr>
<td><strong>Standards:</strong> L.8.1-2; SL.8.2-4, 6 &lt;br&gt; <strong>Technology:</strong> 8.1.8.A.1; 8.1.8.E.1 &lt;br&gt; <strong>21st Century:</strong> CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.12.C.1; 9.2.12.C.2 &lt;br&gt; <strong>Cross-Curricular:</strong> 1.1.8.C.1</td>
<td><strong>I.</strong> The What and Why Through Storytelling (9 Lessons) &lt;br&gt; A. Storytelling &lt;br&gt; 1. Choose an object which reflects self &lt;br&gt; 2. Create and tell a believable story relating to object &lt;br&gt; 3. Distinguish between true and false stories &lt;br&gt; 4. Recognize necessary story elements &lt;br&gt; 5. Appreciate humor in storytelling &lt;br&gt; B. This I Believe Essay/ Presentation &lt;br&gt; 1. Brief description of event &lt;br&gt; 2. What lesson and/or value did I learn? &lt;br&gt; 3. How did it make me feel about it then? &lt;br&gt; 4. How have I used this lesson since, when I make decisions? &lt;br&gt; 5. How do I feel about it now?</td>
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<td><strong>Standards:</strong> L.8.1-3; SL.8.1, 3-4, W.8.1-2 &lt;br&gt; <strong>Technology:</strong> 8.1.8.E.1 &lt;br&gt; <strong>21st Century:</strong> CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12 &lt;br&gt; <strong>Cross-Curricular:</strong> 1.4.8.A.1-6</td>
<td><strong>II.</strong> Persuasion and Debate (9 Lessons) &lt;br&gt; A. Review Basics &lt;br&gt; 1. Recognize importance &lt;br&gt; 2. Give examples of situations in which speeches are given &lt;br&gt; 3. Recognize main purposes &lt;br&gt; a. inform &lt;br&gt; b. persuade &lt;br&gt; c. entertain &lt;br&gt; 4. Guidelines for topic selection &lt;br&gt; a. personal interest &lt;br&gt; b. audience appeal &lt;br&gt; 5. Understand the importance of audience analysis and goals (SPAM model) &lt;br&gt; a. situation &lt;br&gt; b. purpose &lt;br&gt; c. audience &lt;br&gt; d. method &lt;br&gt; B. Constructing the Informative/Demonstration Speech &lt;br&gt; 1. Organization &lt;br&gt; a. explain a step-by-step process through which something is created or operated &lt;br&gt; b. break down procedure into sum of parts &lt;br&gt; c. outline steps on index cards or PowerPoint &lt;br&gt; d. recognize importance of thorough preparation</td>
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e. teach the audience a skill
f. check for understanding

2. Develop introduction
   a. gain attention
   b. state topic
   c. connect with audience

Standards: L.8.1-3; SL.8.1, 3-4, W.8.1-2
Technology: 8.1.8.A.2; 8.1.8.E.1
21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12
Cross-Curricular: 1.4.8.A.1-6

III. Graduation Speech (9 Lessons)
   A. Introduction to Public Speaking
      1. Define
      2. Give examples of situations where speeches are given
      3. Recognize main purposes
         a. informative
         b. persuasive
         c. entertaining
      4. Guidelines for topic selection
         a. personal interest
         b. audience appeal
      5. Audience analysis
   B. Recognize Principles for Making a Speech Memorable
      1. Need to know
      2. Audience connection
      3. Organization
      4. Repetition
      5. Feelings
      6. Focus
   C. Persuasive Speaking
      1. Define persuasion
      2. Describe ways to be believable
      3. List persuasive advertising techniques
      4. Select a persuasive speech topic
   D. Constructing the Speech
      1. Create a purpose statement – topic and goal
      2. Organize ideas
      3. Create an outline
      4. Develop an introduction
         a. gain attention
         b. state topic
         c. connect with audience
      5. Develop a conclusion and use transitional phrases
      6. Review and restate
      7. Leave a lasting impression
   E. Speech Delivery
      1. Learn ways to develop confidence through practice and rehearsal on own and with audience
      2. Recognize non-verbal delivery factors
         a. appearance
         b. facial expression
         c. eye contact
         d. gestures
         e. posture
### Improvisation and Interview Skills (9 Lessons)

#### A. Review Basics

1. Recognize importance
2. Give examples of situations in which speeches are given

3. Recognize main purposes
   - inform
   - persuade
   - entertain

4. Guidelines for topic selection
   - personal interest
   - audience appeal

5. Understand the importance of audience analysis and goals (SPAM model)
   - situation
   - purpose
   - audience
   - method

#### B. Constructing the Informative/Demonstration Speech

1. Organization
   - explain a step-by-step process through which something is created or operated
   - break down procedure into sum of parts
   - outline steps on index cards or PowerPoint
   - recognize importance of thorough preparation
   - teach the audience a skill
   - check for understanding

2. Develop introduction
   - gain attention
   - state topic
   - connect with audience

3. Delivering the Speech

4. Vocalize with confidence
   - volume

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**Standards:** L.8.1-3; SL.8.1, 3-4, Technology: 8.1.12.A.2; 8.1.8.D.1

**21st Century:** CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

**Cross-Curricular:** 1.1.8.C.3
b. rate
c. pitch
d. vocal quality
e. clarity

5. Recognize importance of non-verbal delivery factors
   a. appearance
   b. facial expression
c. eye contact
d. gestures
e. posture

6. Rehearse the speech

C. Constructive Criticism
   1. Provide criticism
      a. be specific
      b. establish criteria
      c. describe what is seen and heard
d. limit points
e. discuss strengths/weaknesses
   f. suggest improvements
   2. Accept criticism
      a. listen carefully
      b. think before becoming defensive
c. try suggestions
d. practice speech with changes
   3. Create an outline using supporting material
      a. description
      b. examples
c. quotations
d. statistical information
e. personal experience
   f. visual aids
   4. Develop Conclusion
      a. review main points
      b. leave lasting impression
SUGGESTED MATERIALS

**Resources for Students**


**Resources for Teacher**


**Videos:**

Julie Taymor: Setting a Scene (WNET) Behind the Scenes, vol. 10.
