BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

Columbia Middle School
English Department

7th and 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 ___August 11, 2022_____.

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 Public Speaking Course is a nine week elective course, for 7th and 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 Public Speaking 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 delivery of speeches, debate, and small group presentations.

4. To emphasize instruction in the following speaking modes: persuasive, entertaining and informative.

5. To develop student listening comprehension and active listening skills.

6. To increase effectiveness of delivery of speeches through tone, volume, pace, eye contact, gestures, posture, facial expressions and vocal delivery.

6. To model integrity, ethical leadership and effective time management.

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. Speak clearly, coherently and effectively
3. Recognize the value of pace, tone and clarity
4. Understand the importance of the introduction and conclusion
5. Listen effectively and critically
6. Understand the different purposes of public speaking
7. Learn about different types of speeches: SPAM Model

Skills
1. Define communication
2. Assume a variety of voices
3. Use non-verbal body language to communicate
4. Speak clearly
5. Effectively evaluate an audience
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 public speaking in daily life
5. Appreciate diversity
6. Appreciate importance of rehearsal/practice
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 meaning
14. Express critique with care and commitment

METHODS OF EVALUATION

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

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

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Examples of how these concepts and principles are infused into this curriculum include:
- Ted Talks: students will watch and deconstruct Ted Talks which highlight DEI SEL
- Discussion of Ethical Responsibility in Public Speaking DEI
- Podcast: students will listen to Podcasts which highlight diversity and inclusion DEIL+ -

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:
- DEI - Diversity, Equity and Inclusion Learning
- AM - Learning associated with Amistad
- HG - Learning associated with Holocaust and Genocide
- SEL - Social-Emotional Learning

- L+ -- Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards (NJSLS)](), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts (ELA) and Mathematics]() do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units]() that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents]() to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Name	Suggested Pacing
1	The What and Why Through Storytelling	6 lessons
2	Speech Basics: Persuade, Inform or Entertain?	6 lessons
3	Occasion Speeches: Graduation	10 lessons
4	Interview Skills	4 lessons
5	Podcasting	6 lessons

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: The What and Why Through Storytelling

Duration: 6 lessons

Overview: Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. There are a number of ways in which storytelling can enhance intercultural understanding and communication.

Standards:
Language Arts: L.8.1-2; SL.8.2-4, 6
Technology: 9.4.8.IML.7
Career Readiness: 9.4.8.CI.4; 9.4.8.IML.13
Cross-Curricular: 1.4.8.Pr4a

Essential Questions:
● How do storytelling, language, and words shape an individual?
● In what ways can stories be a burden?
● What is a "story", and how does it function in our lives?
● How can language be powerful?
● Why is storytelling an important aspect of a culture or society?

Student Learning Objectives:
Students will know and be able to…

● Choose an object which reflects self
● Create and tell a believable story relating to the object
● Distinguish between true and false stories
● Recognize necessary story elements
● Appreciate humor in storytelling

Possible Activities
● Show and Tell Story
● This I Believe (PBS Series Lesson) SEL DEI
● Handshakes/Greetings in different cultures SEL
● ▶ Chimamanda Ngozi Adichie: The danger of a single story | TED DEI

Unit 2: Speech Basics: Persuade, Inform or Entertain?

Duration: 6 lessons

Overview: Students will be able to differentiate between the three main types of speeches and learn the SPAM model. They will analyze persuasive and argumentative speeches that have been provided to them. Students will be responsible for researching, preparing, composing and giving short persuasive, informative and entertaining speeches. Students will also participate in a structured debate about a given topic.

Standards:
Language Arts: L.8.1-3; SL.8.1, 3-4, W.8.1-2
Technology: 9.4.8.IML.9
Career Readiness: 9.4.8.CI.4; 9.4.8.IML.13
Cross-Curricular: 1.4.8.Pr4a

Essential Questions:
- What are effective communication skills when speaking amongst others and in front of an audience?
- What are the three main types of speeches and how do we identify the differences?
- What makes a visual appealing to an audience?
- What is the SPAM model (situation, purpose, audience, method)
- What language is appropriate for a particular audience and when?

Student Learning Objectives:
Students will know and be able to…

- Understand the basic differences between an informative, persuasive, and celebratory/ceremonial speech
- Gain knowledge of key terms associated with public speaking when analyzing a
- speech
- Develop an awareness of social acceptance and being a respectful member of an
- audience
- Be able to successfully create a visual appropriate for presentations

Possible Activities
- Google Slides Speech
- Life Portrait
- "I Have a Dream Speech", MLK DEI
- Discussion of Ethical Responsibility in Speeches SEL
- https://www.ted.com/talks/daniel_goleman_why_aren_t_we_more_compassionate/transcript?language=en SEL

Unit 3: Occasion Speeches: Graduation

Duration: 10 lessons

Overview: Speeches for special occasions are extemporaneous speeches that are defined by the particular event and audience. They contain many different types and circumstances. Speeches for special occasions include introduction, welcome, presentation, acceptance, graduation, after dinner and commemoration. Word choice and language are influenced by each particular occasion when considering the content of a special occasion speech. Graduation speeches are particularly concerned with shared memories and collective emotions and should be worded accordingly. The tone of a speech is dictated by the particular occasion. Many well-known special occasion speeches have had historical significance. The study of special occasion speeches is instructive in developing and emulating the proper tone and emotion for important events. A special occasion speech is organized with a specific introduction, body and conclusion.

Standards:
Language Arts: L.8.1-2; SL.8.2-4, 6
Technology: 9.4.8.IML.7
Career Readiness: 9.4.8.CI.4; 9.4.8.IML.13
Cross-Curricular: 1.4.8.Pr4a

Essential Questions:
- How do speeches for special occasions differ in content and organization?
- What are the different occasions that would require a speech?
- How do the audience, purpose and situation influence every public speaking situation?
- How is a graduation speech an especially sensitive special occasion?
- How should the tone and language of a speech suit its occasion?
- What has been the influence of some famous special occasion speeches?
- What are some outstanding occasions that might require presentations and acceptance speeches?
- How do we organize a speech for a special occasion?

Student Learning Objectives:
Students will know and be able to…
- Recognize and identify vivid language in the creation of a speech for a special occasion.
- Narrate in an oral presentation an anecdote that reflects the purpose and tone of a speech for a special occasion.
- Develop ideas and incorporate the requirements for a variety of special event speeches.
- Incorporate the use of quotations and other devices to make their speeches more effective.
- Create the introduction, body and conclusion of a speech for a special occasion.
- Complete an original oral presentation.
- Evaluate the presentation of peers according to a prescribed rubric.

Possible Activities
- Acceptance Speech
- Graduation Speech

Unit 4: Interview Skills

Duration: 4 lessons

Overview: Interviewing requires students to listen, focus, think on their feet, and react appropriately to what the other person says. When students plan for an interview, they need to assess what they don't know—a metacognitive skill—and learn about the interview subject because otherwise the interview will be awkward. This is a slice of real life, with real consequences if the students are unprepared and a real payoff if they do well—which is the heart of project-based learning.

Standards:
Language Arts: L.8.1-2; SL.8.2-4, 6
Technology: 9.4.8.TL.3
Career Readiness: 9.4.8.CI.4; 9.4.8.IML.13
Cross-Curricular: 1.4.8.Pr4a

Essential Questions:
- How do we recognize appropriate manners and body language?
- Which verbal and non-vebal communication skills are involved in this process?
- What is professional attire?
- What should I bring to an interview (resume, references, etc?)
- What questions might I get asked?
- What are effective follow up questions?

Student Learning Objectives:
Students will know and be able to…
- Practice effective job interview skills
- Explain the purpose of an interview
- Recognize the do's and don'ts of effective interview skills
- Participate in a mock interview
- Clarify interview questions
- Think out loud
- Communicate nonverbally
- Draft a resume
- Tell a compelling story
- Leverage knowledge of the company and interviewer

Possible Activities
- Create resume
- Mock interview

Unit 5: Podcasting

Duration: 6 lessons

Overview: Creating podcasts allows students to experience the pleasure of sharing their work with an audience as they learn about communicating through electronic media. Students will learn how podcasts are used in job-related work and how to use a podcast to communicate in different ways. Also, students will improve their literacy and presentation skills.

Standards:
Language arts: L.8.1-2; SL.8.2-4, 6
Technology: 9.4.8.IML.12; 9.4.8.IML 7; 9.4.8.TL.3
Career Readiness: 9.4.8.CI.4; 9.4.8.IML.13; 9.2.8.CAP.9; 9.2.8.CAP.10
Cross-Curricular:1.4.8.Pr4a;

Essential Questions:
- How can the gift of voice be used as a tool for storytelling and communication?
- How do digital devices bring life to audio production?

Student Learning Objectives:
Students will know and be able to…
- Research and write about current events
- Develop real-life, job-related skills
- Improve literacy skills
- Learn to work collaboratively in small groups
- Use current technology software (Garageband/Audacity) to create a podcast

Possible Activities
- Create a Podcast as a team
- Explore diverse Podcast examples, https://www.rebelgirls.com/podcast DEI

SUGGESTED MATERIALS AND RESOURCES

Resources for Students
Averett-Tanner, Fran. <u>Creative Communications.</u> Logan, Iowa: Perfection Learning.

Resources for Teacher
Marrs, Carol. <u>The Complete Book of Speech Communications</u>. Colorado Springs, CO: Meriwether Publishing, Ltd., 1995.

Presidential Debates (C-Span.org) October 3, 11, 2000.

<u>President Obama's Back to School Speech</u>. (YouTube.com) September 14, 2010.

Vasile. <u>Speak with Confidence: A Practical Guide</u>. Allyn & Bacon, 2001.

Zeuschner, Raymond. <u>Great Ideas for Teaching Speech</u>. Allyn & Bacon.

* Or other video, digital media or literature deemed of equal academic worth