

# Paulsboro Schools



## Curriculum

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**Public Speaking**

Grade **11-12**

January, 2011

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: Sept. 2012

# PAULSBORO SCHOOL DISTRICT

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# **Paulsboro Schools**

## Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about **English** Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for <CONTENT AREA> were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.nj.gov/education/aps/cccs/>

# Public Speaking

## Scope and Sequence - MAP

Quarter I	
Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.	Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.
Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.	Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.
Quarter II	
Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.	Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.
Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.	Course meets 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.

### Quarter III

**Big Idea: Introduction to Public Speaking**

I.  
 Develop confidence when speaking in front of an audience  
 Gain a comfort level when speaking in front of an audience  
 Understand the importance of decorum for speaker and audience  
 Perform impromptu speeches based on an extemporaneous topic  
 Begin to develop eye contact and enthusiasm when speaking in front of audience

**Big Idea: Finding an Appropriate Tone and Enthusiasm for a Speaking Situation**

Read aloud a written statement to effectively demonstrate an appropriate tone  
 Respond to audience questions by providing clarification, illustration, definition, and elaboration  
 Utilize an appropriate tone for the speaking situation

**Big Idea: Becoming an Effective Presenter**

Learn how to research, organize, and prepare a speech for a presentation  
 Learn how to incorporate gestures into their speeches  
 Continue to develop more effective eye contact  
 Utilize materials and effectively present them to the class

**Big Idea: Understanding the Audience**

Utilize ideas presented in the workbook to prepare an effective commercial  
 Effectively deliver their commercial to the audience using speaking techniques  
 Identify commercials that effectively utilize ideas presented in the workbook

### Quarter IV

**Big Idea: The Debate**

Support, modify, or refute a position with an opposing student  
 Research a given topic and utilize this research to formulate an argument  
 Utilize previous speaking techniques to prove their premises  
 Participate as audience members, and analyze the positives and negatives of the debates

**Big Idea: Presenting With a Partner**

Research a given topic and create a presentation based on those findings  
 Create an interactive portion of the group presentation  
 Organize a workshop that effectively teaches a skill or philosophy to the audience  
 Collaborate in order to prepare, refine, and deliver a detailed presentation

**Big Idea: Understanding Pacing**

Memorize a monologue or speech for precise delivery  
 Read a famous speech to the class in order to find appropriate pace, eye contact, and tone  
 Assume the role of a radio broadcaster in order to:(See above)

**Big Idea: Group Presentation**

Research a given topic and create a presentation based on those findings  
 Create visual aids and utilize them in their presentation  
 Collaborate and effectively prepare a presentation that logically fits together

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Public Speaking/11-12</b>	<b>Big Idea: Understanding Public Speaking</b>	
		Topic: Understanding Public Speaking	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 1: The student will be able to</b> understand the public speaking rubric, develop confidence and a comfort level in front of an audience, and develop eye contact and enthusiasm in front of audience	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>The students will develop confidence when speaking to an audience.</p> <p>The students will develop eye contact and enthusiasm when speaking to an audience.</p> <p>The students will perform impromptu speeches based on a verity of topics.</p>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p>Why does public speaking create such an anxiety for the speaker?</p> <p>How can a speaker gain comfort in front of an audience?</p> <p>What mindset is needed for effective public speaking?</p> <p><b>Enduring Understandings:</b></p> <p>Public speaking is a unique skill that can be applied in many different aspects of life.</p> <p>An effective public speaker can persuade, motivate, captivate, etc. an audience; therefore, public speaking should be seen as an opportunity.</p> <p>The audience is just as important as the performer.</p> <p><b>Sample Conceptual Understandings:</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Introduce a classmate</p> <p>Three impromptu speeches with length increasing further into the course</p> <p>Write, memorize, and perform a speech for a formal occasion.</p> <p>Speeches given on topics such as speech of personal experience, pet peeve speech, demonstration speech, speech to inform, speech to persuade, speech to motivate, speech to entertain, sales talk, interview, eulogy, dedication speech, book review, film review, TV show review,</p>



Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Public Speaking/11-12	<b>Big Idea: Understanding Public Speaking</b>	
		Topic: Understanding Public Speaking	
		<u>Overarching Goals:</u> (1) These are the educational goals from page 4.	
		<u>Goal 1: The student will be able to</u> understand the public speaking rubric, develop confidence and a comfort level in front of an audience, and develop eye contact and enthusiasm in front of audience	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		Learn the importance of decorum. Gain a comfort level. Learn how and when to use eye contact.	Perform debates on certain topics of choice.  <b>Assessment Models:</b> Graded impromptu speech Quiz on chapter selection in the workbook Graded introductory speech  <b>Additional Resources:</b> Handouts Films Workbook Audio cassettes Textbook Computers

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Public Speaking 11-12</b>	<b>Big Idea: Becoming an Effective Presenter</b>	
		Topic: Pacing, tone, and enthusiasm	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 2: The student will be able to</b> develop eye contact and gestures, after they have researched and prepared a speech for the audience	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>The students will learn how to research, organize, and prepare a speech for a presentation.</p> <p>The students will learn how to incorporate gestures into their speeches.</p> <p>The students will learn how to utilize different materials to create an effective speech.</p>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p>Why is it important for the speaker to make eye contact?</p> <p>How can gestures effectively convey a message?</p> <p>How can gestures detract from a message?</p> <p>What is the difference between an average presentation and an exceptional presentation?</p> <p><b>Enduring Understandings:</b></p> <p>Incorporating eye contact and gestures will demonstrate that the speaker cares about his subject: the audience will appreciate this enthusiasm and be more inclined to listen.</p> <p>An effective presenter can connect the audience to the material.</p> <p><b>Sample Conceptual Understandings:</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Students will perform a speech of gestures using something memorized.</p> <p>Students will create a “tall tale” with a partner and provide gestures for the exaggerated story.</p> <p>Students will prepare and deliver a pet peeve speech.</p> <p>Students will deliver a motivational speech</p> <p>Students will perform a number of different kinds of speeches according to the list given in textbook.</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Becoming an Effective Presenter</b>	
	<b>Subject/Grade Level:</b> <b>Public Speaking 11-12</b>	Topic: Pacing, tone, and enthusiasm	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 2: The student will be able to</b> develop eye contact and gestures, after they have researched and prepared a speech for the audience	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<p>Learn how to incorporate eye contact during a speech.</p> <p>Connect the audience to the material.</p> <p>Research material for a speech.</p>	<p><b>Assessment Models:</b></p> <p>Graded motivational speech</p> <p>Graded pet peeve speech</p> <p>Graded tall tale speech</p> <p>Quizzes on chapters in workbook</p> <p><b>Additional Resources:</b></p> <p>Speeches on film and audio cassette</p> <p>Copies of famous speeches</p> <p>Workbook</p> <p>Library</p> <p>Computers</p> <p>Newspaper articles</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Public Speaking 11-12	<b>Big Idea:</b> Understanding the audience	
		Topic: understanding the audience	
		<u>Overarching Goals:</u> (1) These are the educational goals from page 4.	
		<u>Goal 3:</u> The student will be able to utilize ideas presented in workbook, effectively deliver various speeches/commercials to the audience, and identify key ideas to being an effective and active listener.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<Enter # of blocks of instruction here.>	The students will be able to prepare an effective commercial The students will be able to identify commercials that effectively utilize the ideas presented in the chapters.	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b> What motivates an audience? What attitudes, factors, and predispositions should he speaker be aware of? How can the media exploit these predispositions? How can the speaker effectively utilize these philosophies on human motivation?</p> <p><b>Enduring Understandings:</b> Students should understand how Aristotle's ideas for argument can be an effective tool for speaking and writing. Students should be more aware about how they can persuade the audience if they are more aware of their predispositions. Students should be able to look at things from a more philosophical angle.</p>	<p><b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b> Students will prepare a commercial based on the contents of the chapter. Students will perform the commercial. Students will provide a sales pitch to the audience for a certain product.</p> <p><b>Assessment Models:</b> Chapter quiz. Graded commercial. Graded sales pitch.</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Public Speaking 11-12	<b>Big Idea:</b> Understanding the audience	
		Topic: understanding the audience	
		<u>Overarching Goals:</u> (1) These are the educational goals from page 4.	
		<u>Goal 3:</u> The student will be able to utilize ideas presented in workbook, effectively deliver various speeches/commercials to the audience, and identify key ideas to being an effective and active listener.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		Sample Conceptual Understandings: Identify characteristics of a bad/good commercial. Identify good/bad sales pitches.	Additional Resources: Workbook Computer Library Audio cassettes Films Librarian

# Public Speaking

## COURSE BENCHMARKS

**<Enter course goals below. These are those from the above pages>**

1. The student will be able to conduct research for speeches, identify what makes a good speech, identify what makes a good listener, participate in a debate, and take part in cooperative learning by presenting with a partner.