

Course Title:
Public Speaking

Length:
Approximately 10 Weeks
Grades 7 & 8

DEPARTMENT:
Gifted and Talented

Schools:
Pierrepont
Union

Dated:
August 17, 2015

GIFTED AND TALENTED DEPARTMENT
PUBLIC SPEAKING MINI-COURSE GRADES 7 & 8

1. Introduction/Overview/Philosophy

Public Speaking: Students will be introduced to a variety of fun theater techniques that will help them begin to discover their hidden selves. They will learn what it takes to deliver a wonderful presentation that utilizes intelligent techniques to keep audiences attentive. Students will also discover tricks to help prevent nervousness and special ways to remember what to say. On the way to becoming better public speakers, students will examine famous speeches from history and the well-known people who delivered these speeches. They cannot all be John F. Kennedy or Barak Obama, but they can surely become more entertaining, informative and confident when speaking in public.

Course Outline

The course includes, but is not limited to the development of a personal speech. Students will be presented with the attributes of effective speech making such as: clarity, fluency, expression, eye contact and logic. Activities designed to challenge the students' ability to practice their public speaking skills will be offered. Attention will be placed on providing helpful strategies to address nervousness when speaking before an audience.

2. Objectives

1. To use their critical and creative thinking skills to solve problems (4.4, 3.3)
2. To translate logical arguments into symbolic form and develop logical conclusions. (4.3)
3. To express themselves logically and persuasively (3.3).
4. To develop both the flexibility of mind to consider problems from many angles and the discipline to analyze ideas critically (3.4)
5. To constructively consider and weigh arguments set forth by fellow classmates (3.4).
6. To develop critical thinking, creativity, speaking and listening skills (3.2, 3.2, 3.3, 3.4)

New Jersey Core Curriculum Content Standards

The following New Jersey Core Curriculum Content Standards are integrated into this course:

Language Arts Literacy List of Standards

- 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- 3.2 (Writing) All students will write in clear, concise, organized language that varies in context and form for different audiences and purposes.
- 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situation.
- 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Mathematics List of Standards

- 4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.
- 4.5 (Mathematical processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

Common Core Standards

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Education and Consumer, Family, and Life Skills List of Standards

9.2 (Consumer, family, and life skills) All students will demonstrate critical life skills in order to be functional members of society.

3. Proficiency Levels

This mini-course is offered to students in grades 7 & 8 who have qualified for the Gifted and Talented Program.

4. Methods of Assessment

a. Student Assessment

The teacher will provide a variety of assessments which may include, but are not limited to, the following: teacher observation of individual or group exercises, class discussions, in class partner and team presentations, and evaluation of student products.

Speeches on a variety of topics may be assigned and or self-selected

b. Curriculum Assessment/ Teacher Assessment

The teacher will review this course and continue to modify and update its content.

5. Grouping

Students self-select this mini-course in grades 7 & 8.

6. Articulation/Scope & Sequence/ Time Frame

This mini-course will meet once a week for approximately 6 weeks. Five classes will consist of one 45 minute period. The final class will be a 3 period class.

7. Resources

a. Supplies/Materials/Texts

Public Speaking for Kids (Communication Skills Series) by Charlotte Jaffe and Barbara T. Doherty

Public Speaking A Student Guide (7 Steps to Writing and Delivering a Great Speech) by Katherine Pebley O'Neal
So to Speak (Storytelling, Improvization, Role-Playing and More!) by Peter Alford
Effective Speaking (Storytelling and other forms of Public Speaking) by Jennifer Loughton
Stop a Moment by Jim Ballard
*Lincoln Center field trip "Kennedy to Obama"

8. Methodologies

Methods include but are not limited to:

- Cooperative learning
- Individual and group problem solving
- Inquiry and class discussion
- Role Playing
- Written expression
- Peer evaluation

9. Suggested Activities

- Story telling
- Improvisation
- Role playing
- Brainstorming
- Pick a Prompt
- Guess What I Have

10. Interdisciplinary Connections

The scope of materials for this unit is broad and interdisciplinary. This course is designed to teach the basic elements of effective public speaking and to instill in students a sense of confidence as they refine their oral communication skills. Speaking has much to do with thinking and reasoning. This course addresses the physiological processes involved in the act of speaking as well as the critical thinking skills needed to put together and present a good speech. In examining famous speeches from the past students begin to recognize what constitutes a good public speaker.

11. Differentiated Instruction

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress

is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

12. Professional Development

As per the PDP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG), the New Jersey Association for Gifted Children (NJAGC), and Montclair State University G/T Youth Program

13. Curriculum mapping

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Introduction to Public Speaking</p> <p>Brainstorm good public speakers/speeches</p> <p>Review hand-outs on public speaking</p> <p>Non-verbal communication activities: "Plasm"</p> <p>Partner interpretation of body language</p>	<p>J.D. Salinger quote</p> <p>Activities: Keep Your Tongue in Shape</p> <p>Use Your Voice Correctly</p> <p>"Move and Speak" (mime exercise)</p>	<p>Relaxation warm-up for breath control</p> <p>Brainstorm: Examples of nervousness speaking before crowds</p> <p>Activity: "Guess What I Have?"</p>	<p>Activity: "Pick a Prompt" Writing and delivering speech from the prompt selected</p>	<p>Warm-up: "Choral Speaking" Kennedy's or MLK's speech divided into parts</p> <p>Activity: "Sharing Personal Stories"</p> <p>Select from 8 possible personal story choices about which students will begin to write a speech to be delivered in the final class</p>	<p>Warm-up: History Mystery "America's Greatest Orator"</p> <p>Review: Attributes of a good speech, what makes a good public speaker, how to reduce nervousness</p> <p>Continue to write personal speeches</p> <p>Deliver speeches as culminating activity</p> <p>Students complete "Active Listener" response sheets after each speech</p>