

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**PUBLIC SPEAKING
CURRICULUM**

2015

Revised by the RBOE June 15, 2015

**Revision to Remove CCSS and Replace with NJSLs
Approved by the RBOE: November 14, 2016**

INTRODUCTION

Public Speaking is offered as a one semester elective to provide Rutherford High School students, grades 10-12, with a means for effective public speaking skills for the 21st century. Along with vocally delivering a speech, students will identify the essential elements of how to write a speech that is appropriate to the audience, the audience background, the purpose and the occasion. The essential skills of writing and speaking are integrated so students can benefit from the teaching of writing and the practice of speaking simultaneously in that they learn to develop personal expression in more than one medium. Public Speaking emphasizes real life speaking situations that are practical and essential to tomorrow's business and social leaders. This course is designed to guide the student through the creation and presentation of spoken presentations, including impromptu, extemporaneous, and memorized formats. Through a variety of assignments, students will rehearse their final product; write and perform speeches to inform, to persuade, or to entertain; study and practice the etiquette of speech conventions (acceptance speeches, introductions, eulogies and tributes, as well as presenting and accepting awards, etc.); and practice stating and defending a well-supported opinion.

While students learn essentially through their own performances in this course, they also learn to apply principles, theories, and techniques of more effective communication that can be applied to their lives outside of the high school setting. Students are taught to build confidence in themselves, as well as to respond and to give constructive criticism.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

OBJECTIVES

Upon completion of this course, the student will:

- Explain public speaking as a communication process.
- Explain the general purposes for giving speeches.
- Identify the different types of informative, persuasive, ceremonial, and impromptu speeches.
- Analyze the audience and adapt the speech to fit the audience.
- Evaluate the setting in which the speech will be given.

- Evaluate the personalities of the audience in order to align the speaker's personality with the audience itself.
- Use appropriate criteria for selecting topics for speeches.
- Recognize and use different types of supporting materials.
- Utilize research skills.
- Organize the components of the speech: the introduction, the body and the conclusion.
- Identify and use different writing techniques to enhance the points of any speech.
- Demonstrate the elements of effective speech delivery.
- Recognize the importance of effective language choice in a speech.
- Develop and use visual aids appropriate for the speech.
- Evaluate the effectiveness of his/her speaking experiences.
- Utilize proper listening skills.
- Develop and build a stronger sense of self-confidence and self-reliance.
- Provide constructive feedback to the speaker.
- Use effective body language to enhance a presentation.

COURSE OUTLINE

Preparing a Speech

1. Organization
2. Developing main points
3. Types of organizational patterns
4. Introduction
5. Conclusion
6. Transitional devices

Kinds of Speeches

1. Speech of personal experience
2. Opinion speech
3. Speech to inform
4. Persuasion speech
5. Speech to entertain
6. After-dinner speech
7. Impromptu speech
8. Introduction speech
9. Speech of welcome
10. Presenting a gift or award speech
11. Accepting a gift or award speech
12. Farewell speech
13. Eulogy
14. Dedication speech
15. Anniversary speech
16. Nomination speech
17. Acceptance of a nomination speech
18. Interview

19. Sales talk
20. Making an announcement
21. Book review
22. Debate
23. Discussion

Speech Selection

1. Relevance
2. Analyzing the speaking situation
3. Occasion
4. Defining the specific purpose
5. Wording for the specific purpose
6. Content of speech
7. Selecting data

Public Speaking Delivery

1. Stage fright
2. Nonverbal behavior and communication
3. Diction
4. Grammar
5. Timing
6. Feedback
7. Distractions
8. Evaluation
9. Analysis of audience
10. Approach
11. Confidence
12. Eye contact
13. Volume
14. Projection
15. Gestures
16. Vocal emphasis
17. Pace /rate
18. Gestures
19. Nervousness
20. Visual aids

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12

- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

Teacher/ Curriculum Assessment will be conducted according to the following statement: The subject teacher (s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state standards.

GROUPING

Public Speaking is a heterogeneously grouped course for students in grades 10 through 12.

ARTICULATION / SCOPE AND SEQUENCE

Public Speaking is a one semester elective.

RESOURCES

- References

- Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Students may use technology as a research tool and word processor. Teachers may use technology to enhance their lesson plans to provide additional information and practice for students. Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
- Text
 - Palmer, Erik. *Well Spoken: Teaching Speaking to All Students*. Stenhouse Publishers, Portland, Maine, 2011.
- Supplemental Readings/ Materials
 - Teacher selected videotapes and DVD's.
 - *Lie to Me* – Fox Video Series

SUGGESTED ACTIVITIES

- Students will orally provide a positive critique of a student speech, with suggestions for improvement.
- Students will deliver impromptu speeches of at least one minute's duration on a topic chosen from a prepare list ("Mad Minute").
- Students will participate in listening exercise.
- Students will participate in an academic controversy debate.
- Students will participate in an oral interpretation of a selected piece.
Students will participate in scenarios that provide them different opportunities to adjust their speeches to different audiences.

OPTIONAL ACTIVITIES

- Film review speeches
- Joke Day
- Microphone use

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

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

INTERDISCIPLINARY COORDINATION

Interdisciplinary curriculum coordination is possible with many departments in the high school. Throughout the year, students will use resources from these departments in order to complete various public speaking activities and presentations.

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

CURRICULUM MAP

September/February	October/ March	November / April	December / May	January / June
What is communication?	Speeches to persuade	Oral interpretation	Ceremonial speeches: graduation eulogies	Final speeches for final exam
Non verbal communication	Debate	Speeches of introduction	Commemorative speeches	Review for written exam
Active listening	Extemporaneous and impromptu speaking	Speeches to present and accept and award	After dinner speeches	
Audience analysis	Feedback to the presentations	Ceremonial speeches	Speeches that incorporate visual and audio aids.	
Writing the speech	Mad Minutes	“Joke Day”	Mad Minutes	
Word choice		Feedback to speakers.		
Format of the speech		Mad Minutes		
Format to critique and provide feedback to the speaker				
Speeches that instruct, inform and clarify				
Mad Minutes				