Randolph Township Schools
Randolph High School
Public Speaking Curriculum

"Nothing in life is more important
than the ability to communicate effectively." - Gerald Ford

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Affirmative Action Statement
Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

Public speaking is a semester course. The curriculum is designed to develop confidence and effectiveness in group interactions through the study of communication, technique in voice and movement, and experience in a variety of public speaking settings. Students will learn the techniques appropriate to varied types of speaking including expository, instructional, and persuasive speeches, interpersonal communication, debate, interviewing, and broadcasting. Through the study of historically significant speakers, students will examine and implement the elements of effective public speaking. Students will also develop skills in researching and supporting ideas presented when speaking and debating. The focus of public speaking is to promote relevant skills that promote success in the real world.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1 week	I	Introduction to Communication
6 weeks	II	Expository & Explanatory Speeches
2 weeks	III	The Art of Conversation
3 weeks	IV	Persuasive Speeches
6 weeks	V	Practical Speech Applications (News and Broadcasting, Interviewing)

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Unit I: Introduction to Communication

TRANSFER: Students will understand that the way in which they communicate elicits specific responses.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Successful speakers use methods to control anxieties and fears related to public speaking.	• Why are people afraid of public speaking?
	Effective speakers use a variety of techniques to communicate successfully.	• What does it mean to be a good speaker?
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Effective listeners use a variety of techniques to observe, interpret, and evaluate successfully.	• What does it mean to be a good listener?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Fear reducing strategies include preparation, research, and practice. The elements of the communication process are sender, message, receiver, feedback, and communication barriers (attitudinal, social, educational, cultural, and environmental).	Minimize anxiety before and during presentations. Identify the steps of the communication process.

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Unit I: Introduction to Communication

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Body language, facial expressions, and symbols contribute to both negative and positive nonverbal communication.	Implement nonverbal and verbal communication skills when speaking.
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Language, word choice, clarity, volume, pacing, and enunciation affect both positive and negative verbal communication.	Evaluate communication skills used by speakers.
	Interpersonal communication is the transmission of messages between self and others; intrapersonal communication is inner dialogue with oneself.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Speakers use different rhetorical appeals, including logical (logos), ethical/character (ethos), and emotional (pathos), to connect to the audience.	Determine appropriate appeal, content, and intent depending on audience and occasion.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**VOCABULARY:** symbol, sender, message, receiver, feedback, logos, ethos, pathos, pacing, enunciation, communication **KEY TERMS:** written communication, oral communication, verbal communication, non-verbal communication, communication barriers (attitudinal, social, educational, cultural, and environmental)	

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Unit I: Introduction to Communication

ASSESSMENT EVIDENCE: Students will show their learning by:
- Utilizing communication terms when discussing their peers' performances.
- Observing performances using positive, non-verbal communication.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will participate in effective relaxation techniques and vocal warm-ups.
- Students will introduce their peers in the style of an honorary speech.

SUGGESTED TIME ALLOTMENT	**1 week**
SUPPLEMENTAL UNIT RESOURCES	Glossary of Communication Terms https://www.jyu.fi/viesti/verkkotuotanto/ci/glossary.shtml.
	Honorary Partner Speech.
	TED Talk: Amy Cuddy "Your Body Language Shapes Who You Are".
	TED Talk: Megan Washington "Why I Live in Mortal Dread of Public Speaking".
	Warm-Up Suggestions: Tongue twisters, shake down, Hokey Pokey.

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Unit II: Expository and Explanatory Speeches

TRANSFER: Students will be able to speak about themselves and their experiences in a meaningful way; students will be able to teach others about something or how to accomplish something.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Experts understand how to use first-hand experience and knowledge to instruct and present information.	• What does it mean to be an expert?
	Assessment of understanding is a critical component of the instructional process.	• How do you know your audience has absorbed the content of your speech?
	Engaging and including your audience in the instructional process is a crucial element in informational speeches.	• What makes something interesting?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
	The overall goals of informative speaking are to increase audience members' knowledge, enhance understanding of a topic, and share relevant facts.	Present information to an audience in a clear and engaging manner.

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Unit II: Expository and Explanatory Speeches

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Experts know the difference between essential and non-essential facts and statistics based on the demographic of the audience.	Differentiate between essential and non-essential details in order to ensure audience engagement.
	Capturing and holding the audience's attention is supported by interaction with listeners, appropriate humor, accurate demonstration, and cultural relevance.	Engage and maintain the attention of the audience when giving an informational speech.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	Audiences cannot rely on verbal communication alone; audiences need visual aids and effective gesturing.	Create PowerPoint presentations that serve to help the audience better comprehend the content of the speech.

Gesture to emphasize specified points. |
| | **VOCABULARY:**
Gesture, visual aid, explanatory, expository | |
| W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, | **KEY TERMS:**
Relevant facts, audience engagement, informative speaking | |

Unit II: Expository and Explanatory Speeches

and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

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Unit II: Expository and Explanatory Speeches

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating an effective visual aid using technology such as PowerPoint, Flow, Prezi, etc.
- Utilizing a method to promote audience engagement and then assessing audience's knowledge to reflect on the effectiveness of the method.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will perform a "how-to" speech which includes audience participation and assessment.
- Students will research and explore the dynamics of a social issue by writing an original oratory.

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	How to Speech. Original Oratory. TED Talk: Christopher Emdin "Teach Teachers How to Create Magic". TED Talk: Julian Treasure: "How to Speak So That People Want to Listen".

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Unit III: The Art of Conversation

TRANSFER: Students will be able to conduct themselves appropriately in conversation; students will be able to hold conversations with varying audiences

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Successful communicators are aware of and implement group conversational etiquette.	• How do speakers self-moderate in group discussions?
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	In order to propel conversation, good speakers should build on previous statements using referential sentence starters.	• How do we effectively listen to other people's views?
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Group decisions can lead to undesirable outcomes because of the effects of groupthink.	• Why do people remain silent when their opinions contradict the group consensus?

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Unit III: The Art of Conversation

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:**
	The appropriate etiquette for group conversation includes being aware of appropriate topics and interests of others, modifying behavior based on situation and occasion, conveying positive body language, giving others a chance to share their thoughts, and respecting the opinions and values of others.	Judge what an appropriate topic is based on context.
	Appropriate behavior based on situation and occasion incorporates the following concepts: body language should be positive and natural; body positioning should be welcoming and inclusive; and language should be differentiated based on context.	Adopt appropriate behavior and communication techniques in varied situations ranging from formal to casual.
	Self-moderation is the ability to recognize when you are talking too much or too little.	Employ self-moderation in group conversation.

Unit III: The Art of Conversation

	Groupthink manifests during group decision making when members' desires for unanimity override their motivation to assess all available plans of action.	Recognize when groupthink is occurring.
	Groupthink can lead to bad decision making due to affiliative constraints.	Voice personal opinions that contradict group consensus.
	Groupthink terminology includes pressure on dissenters, concurrence seeking, collective rationalization, lack of impartial leadership, group insulation, and whistleblowing.	Prevent groupthink from controlling group decision making. Interject dissenting statements, thoughts, or comments when groupthink begins to occur to prevent collective rationalization or group insulation
	VOCABULARY: Groupthink, dissenters, whistleblowing, self-moderation **KEY TERMS:** Relevant facts, audience engagement, informative speaking, concurrence seeking, collective rationalization, group insulation	

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Unit III: The Art of Conversation

ASSESSMENT EVIDENCE: Students will show their learning by:
- Engaging a conversation where they demonstrate appropriate conversation techniques.
- Observing a conversation and evaluating the effect of groupthink on the conversation's outcome.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will demonstrate group communication etiquette through acceptable body language and positioning.
- Students will discuss a TED Talk in small groups.

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	Various TED Talks.
	The Conversation Game.
	Art of Conversation Fish Bowl Assessment.

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Unit IV: Persuasive Speeches

TRANSFER: Students will be able to persuade others in authentic contexts using appropriate techniques.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Effective speakers persuade an audience by presenting a clear objective.	• How do you persuade people?
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Effective speakers enhance their persuasiveness by using rhetorical appeals.	• What convinces an audience to take action?
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	The tone of a speech should appeal to the emotions of the audience and support the objective of the speaker.	• How does your tone affect your message?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated	The types of persuasive objectives are adoption, continuance, discontinuance, and deterrence.	Deliver an effective persuasive speech by incorporating a clear objective and rhetorical appeals based on the subject matter.

Unit IV: Persuasive Speeches

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Logos in the use of either inductive or deductive reasoning including syllogisms.	Construct logical arguments using inductive and deductive reasoning.
	Ethos can be established through dress, non-verbal cues, and proof of expertise. Pathos establishes an emotional connection with the audience. Tone is created through the use of appeals, language, and non-verbal communication; tone sets the mood for the audience.	Promote credibility when delivering a persuasive speech. Foster an emotional reaction from the audience when delivering a persuasive speech. Create and establish an appropriate tone to persuade the audience.
	VOCABULARY: Tone, rhetoric, ethos, logos, pathos, credibility, syllogism, adoption, continuance, discontinuance, and deterrence **KEY TERMS:** Appropriate tone, persuasive objectives	

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Unit IV: Persuasive Speeches

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Evaluating written statements and videos for persuasive appeals.
- Delivering a speech in which the students argue for a call to action.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will perform skits in which they demonstrate their understanding of various rhetorical appeals.

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Aristotle's Methods of Persuasion. Fred Roger's Address to Congress. Graham Hill's "Why I'm a Weekday Vegetarian".

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Unit V: Practical Speech Applications

TRANSFER: Students will be able to use communication skills in real-world scenarios such as job interviews.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Effective speakers adjust methods of speech when being recorded for television in order to connect to a remote audience.	• Why might speakers adjust their methods of speech when on camera?
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Successful interviewees must be aware of and prepared for the perceptions and expectations of employers	• How am I perceived by others in an interview?
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:**
	Broadcast terminology includes anchor, cue, feed, outro, outcue, lead-in, voiceover, and live shot/live reporter.	Identify broadcasting terminology in order to understand how a TV newsroom functions.
W.9-10.7. Conduct short as well as more sustained research projects to answer a	Broadcasters must connect to a remote audience by utilizing direct and constant eye contact with camera, minimal movement, natural and inclusive yet	Create a broadcast of a historical event utilizing the conventions of a TV news broadcast.

Unit V: Practical Speech Applications

question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	professional body language, and specific facial expressions.	
	Preparing for an interview should include researching the company, anticipating questions and considering possible answers, and pre-interview etiquette.	Extract relevant information regarding a company or position and conduct a successful interview.
	Interviewers create perceptions based on behavior, attire, and supplemental materials.	Create an appropriate perception based on a specified situation and environment.
	Critical points to address in a 60-second commercial include an introduction, strengths, weaknesses posed as strengths, specific examples of abilities, and a memorable closing.	Infuse the 60-second commercial appropriately into interview answers.
	VOCABULARY: Anchor, cue, feed, outro, outcue, lead-in, voiceover, and live shot/live reporter **KEY TERMS:** Broadcast, interview	

Unit V: Practical Speech Applications

building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Engaging in a mock-interview in which they use the 60-second commercial strategy.
- Participating in a news broadcast in which each student assumes a different broadcast role.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will determine the various broadcast program elements.
- Students will create a broadcast segment based on an actual historical event.

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Unit V: Practical Speech Applications

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	Interview tips.
	Historical Event Live Broadcast Assignment.