South Brunswick School District

Public Speaking Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11

Curriculum aligned with NJ CCSS and NJCCCS

Board Approval
August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Acknowledgments

We are appreciative of the leadership provided by our curriculum supervisors and specialists and the knowledge, skills, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are "home-grown." While aligning with NJ State and Common Core State Standards, they are designed with the needs of the South Brunswick student population in mind.

Articulation

Curriculum Development Teams comprised of teachers at every grade level cluster along with representative special education as applicable meet together throughout the year as needed. In a time period of major revision, the teams will meet with greater frequency.

"There are always three speeches, for every one you actually gave.
The one you practiced, the one you gave, and the one you wish you gave."
–Dale Carnegie

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PREAMBLE

Public speaking is the number one fear in America. Death is, somehow, a distant second.

As the famous Jerry Seinfeld punch line goes, "This means to the average person, if you have to be at a funeral, you'd rather be in the casket than doing the eulogy." From sweaty palms and bundles of nerves to a cracking voice and butterflies in your stomach, speaking in public can be downright terrifying.

So, even though (a) college offers a course in speech communication, chances are you might be tempted to avoid it like the plague. However, taking a public speaking class has some surprising benefits.

Here are five reasons everyone should take a public speaking course:

1. You're likely to need the experience it offers.

    Although the majors that are most in demand vary from time to time, the skills that employers seek in their new applicants are nearly identical year after year. A 2013 survey by the National Association of College and Employers found that the ability to communicate effectively is the quality employers most want to see in new recruits.

    Regardless of the career you have planned, you're bound to find yourself in situations where you'll need to give an oral presentation. Whether you're an accountant, an architect, a surgeon or a scuba instructor — communication skills are essential for your career development.

    Furthermore, outside of the workplace, the likelihood that you'll end up speaking in public is also quite significant, whether that be at church, a school board meeting or a community event. Plus, if you are asked to say a few words at a funeral or are encouraged to give a toast at your best friend's wedding, thanks to your speech class, you'll be more than ready. You'll be confident and experienced.

2. It will help (with) your other classes.

    The skills you'll learn in a public speaking course will help you succeed in your other courses. Regardless of your major, many college classes will require some sort of presentation. Why not go ahead and discover how to make your presentations interesting, informative, and entertaining? Additionally, a public speaking class will give you experience in applying your abilities as a researcher and critical thinker, which will surely aid you in other classes.

3. It will help you be a better listener.

    Listening may be a lost art, but a public speaking course actually teaches you to become a better listener. In the class you'll hear several different kinds of speeches about a wide variety of topics from people who may be very different from you, which can be a beautiful thing. And while the instruction you'll receive about being an active listener will help you do things like take better notes in your classes, the real benefits of being a better listener are relational.

    Effective communication can help you develop more meaningful relationships with the people you care about and that, of course, starts with listening. After all, listening is the communication

activity we do the most, but it's the skill we're taught the least.

4. It encourages you to voice your ideas...

   It's no secret that people throughout history have used the power of public speaking to make a difference. A public speaking course, if you approach it with the right perspective, is a great chance to do the same thing.

   You'll hardly ever have a better opportunity to speak to a captive audience about what really matters to you. You'll get a chance to influence your peers. You won't change the world with every speech, but you can easily impact someone in some small way. Then, you can continue to speak up and make a difference long after the semester's over.
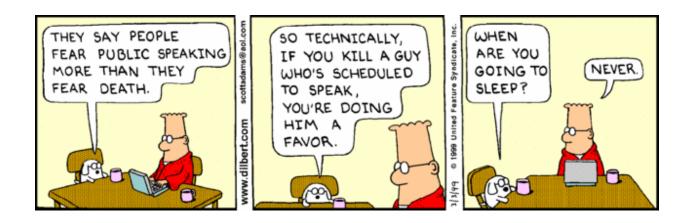
5. It teaches you to "face fear."

   A public speaking course (will) build your confidence. You'll learn to stand before a group of people, make a lot of eye contact, and engage them with conviction. While the nervousness that comes with speaking in front of a crowd won't entirely disappear, the course will teach you how to deal with your fears and turn your weakness into strength.

By the end of the (course), you can emerge from the class having overcome America's biggest fear, which is no small feat.

After you've done that, think of what else you'll be capable of doing.

This article comes from The USA TODAY College Contributor network, January 2014.

Written by Jeremiah Massengale is an assistant professor of communication arts at the University of the Cumberlands in Williamsburg, Kentucky. He also works as a freelance writer and editor with interests in popular culture, religion and technology.

21ST CENTURY CONNECTIONS

SALT (skills, awareness, literacy and traits) are developed and nurtured in the language arts program.

Skills:
- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication & Collaboration
- Core Ethical Values

Awareness:
- Global
- Cross Cultural
- Career

Literacy (beyond ELA)
- Links to all other areas of Core Content
- Technology Literacy
- Media Literacy

Traits or Habits of Mind:
- Initiative
- Productivity
- Responsibility
- Self-direction
- Self-expression
- Perseverance
- Empathy
- Taking responsible risks

PROGRAM DELIVERY

Our Public Speaking standards-based environment fosters understanding of big ideas and thinking about essential questions.

There are multiple and varied forms of assessment—formative and summative.
- Teacher made tests, quizzes and projects
- Teacher observations/ conferences
- Student response activities
- Performance tasks
- Rubrics/checklists
- Published speeches
- Unit assessments (pre-post)
- Course assessments (pre-post)
- Student Reflections
- Benchmark Assessments- PARCC Grades 9, 10, 11
- Grade 12 Research Task- rubric scored (Health Education)-public presentation

The resources for Public Speaking are rich and varied. Generally speaking, the following materials are used to anchor the program: Text resources, Audio resources, Visual resources, Media resources, recording devices, filming devices, and other technologies

SPEAKING AND LISTENING STANDARDS

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

The grade level standards correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
- 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.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
- 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.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

The above standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English K-12
● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language K-12
● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use K-12
● Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
● Demonstrate understanding of word relationships and nuances in word meanings.
● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LITERACY ACROSS THE CONTENT

There is also a set of explicit literacy standards for grades 6-12 in History/Social Studies, Science and Technical Subjects. The CCR anchor standards in reading and writing, and grade level standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

PUBLIC SPEAKING CURRICULUM

FUNDAMENTALS OF PUBLIC SPEAKING: AN OVERVIEW

Content Area: English, Public Speaking

Course Title: Fundamentals of Public Speaking

Grade Level: 11-12

Course Description or Content Overview: This college-level course provides an introduction to the theory and practice of public address. Through making in-class presentations, critiquing speeches, and researching for assignments, students will acquire an understanding of what it takes to present an effective and interesting speech. Critical thinking, listening skills, and personal creativity will be emphasized. The class provides numerous practical opportunities to give various types of presentations including persuasive, informative, demonstration, and improvised speeches. While this course is primarily a performance course, students will be expected to research and write speeches as well as to participate actively as a listener and critic. Students will gain experience that will benefit them in high school, postsecondary education, and the business world. This course does not fulfill the English graduation requirement.

Course Rationale: Being able to give speeches and make presentations is an important skill in college, business, and social situations. The skill is developed and confidence is gained through experience in structuring, writing and delivering many different speeches. Through studying various forms of public speaking as well as writing and giving a variety of speeches, students will gain the necessary skills to give many types of presentations.

Primary Interdisciplinary Connections:

Cross Curricular:
- English/Language Arts through speaking, writing, listening and media literacy
- —Social Studies through research and analysis; historical context
- —Performance through elocution and presentation

Technology:
- —Use presentation aids such as slide shows and PowerPoint
- —Use web sites for research and supporting information
- —Use digital video cameras for presentation project work

Character Education (Core Values):
South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the course. Student have the opportunity to:
- —Recognize the importance of ethics in communication and speaking ethically
- —Use sources in ethical ways

- —Consider diversity in an audience when focusing a speech
- —Analyze both sides of a controversial subject
- —Speak with integrity
- Demonstrate respect while listening and critiquing

Career:
- Develop the communication skills needed in business including the ability to make a presentation, work as part of a team, communicate clearly, and effectively sell a product.

21st Century Connections:
S = Skills; A = Awareness; L = Literacy; T = Traits

S	☒ Critical Thinking & Problem Solving ☒ Creativity & Innovation ☒ Communication & Collaboration ☒ Core Ethical Values
A	☐Global ☒ Cross Cultural ☒ Career
L	☒ Content☐Financial☐Civic☐Health ☒ Information ☒ Technology ☒ Media
T	☒ Initiative ☒ Productivity ☒ Accountability ☒ Responsibility ☒ Self Direction ☒ Leadership ☒ Humor ☒ Resilience ☒ Perseverance ☒ Empathy ☒ Responding with wonderment and awe ☒ Take responsible risks ☒ Other: Respect

Standards:
New Jersey Core Curriculum Content Standards (NJCCCS)

Standard 1.3 (Visual and Performing Arts, Performance): All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
Standard 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)
Standards for English Language Arts 6-12, Writing
Standards for English Language Arts 6-12, Speaking and Listening
Standards for English Language Arts 6-12, Language

Enduring Understandings:
- Communication is an exchange of information that involves both verbal and nonverbal information. Communication includes both speaking and listening.

- Speaking opportunities have four parts that affect how a speech should be delivered: the purpose, the audience, the speaker, and the message.
- Effective public speaking balances ethics, emotion, and logic.
- To be most effective, speeches must have structure and organization and, in some cases, appropriate visual materials.
- Confidence in speaking can be gained through relaxation, preparation, and practice.
- Successful public speakers understand the elements of the three major speeches and how to properly deliver them.
- Public speaking skills are used frequently in real-world situations.

Essential Questions:
- What does it mean to communicate?
- How can nonverbal communication change a speaker's message?
- How can effective public speaking be recognized and described?
- What elements must be considered before writing and delivering a speech?
- What are the elements of an effective speech?
- How does an audience affect a speech?
- How does one deliver a speech effectively and with confidence?
- How does a speaker effectively use supporting materials in a speech?
- What ethical responsibilities does a speaker have?
- What are the ethical responsibilities of the listener?
- What are the similarities and differences among the three major speeches?
- How are public speaking skills used in life situations?

Knowledge and Skills:
Knowledge: Students will know…
- Students will be introduced to many different types of public speaking.
- Students will know how to organize a speech through outlining.
- Students will know how to conduct research for a speech and use supporting materials to strengthen their speeches.
- Students will learn types of visuals to use in speeches and the best ways to incorporate them.
- Students will be able to critique the speeches of peers and give constructive criticism.
- Students will demonstrate positive listening skills and appropriate audience behavior.
- Students will be able to adapt speeches for different audiences.
- Students will be able to evaluate speeches for both content and delivery.
- Students will demonstrate correct posture and appropriate nonverbal communication.
- Students will be able to use strategies to increase confidence.

Skills: Students will be able to…
- Prepare different types of speeches
- Research for speeches
- Outline speeches
- Evaluate the effectiveness of speeches
- Effectively use research and visual aids as support
- Appropriately vary voice in volume, tone, speed and pitch
- Demonstrate confident posture and appropriate gestures

Terminology:

- After-dinner speech
- Analogies
- Anecdotes
- Appeal
- Articulation
- Audience analysis
- Bandwagon fallacy
- Body of speech
- Cadence
- Causal fallacy
- Cause-and-effect organization
- Central idea
- Ceremonial speeches
- Chronological organization
- Citation of sources
- Commencement addresses
- Communication, models of
- Conclusion
- Connotation
- Consensus
- Credibility of speaker
- Credible evidence
- Cues
- Declamation
- Deductive reasoning
- Delivery
- Demographics
- Denotation
- Diversity
- Elaboration
- Elocution
- Empathic listening
- Ethics
- Eulogy
- Extemporaneous speaking
- Fallacies
- Faulty reasoning
- Feedback
- Figure of speech
- Forensic speaking
- Hierarchy of needs
- Hyperbole
- Hypothetical illustrations
- Illustrations
- Immediacy
- Impromptu speaking
- Inductive reasoning
- Inference
- Inflection
- Introduction speech
- Keynote address
- Literal analogies
- Main idea
- Motivated sequence
- Needs of listeners
- Nomination speeches
- Nonverbal communication
- Nonverbal cues
- Objective
- Occasion
- Oral citation
- Organization of speech
- Outlines
- Parallelism
- Paraphrase
- Pathos
- Pedagogy
- Personal experience speech
- Persuasion
- Plagiaphrasing
- Plagiarism
- Positive motivation
- Presentation Aids
- Problem-and-solution organization
- Proposition
- Proximity
- Purpose of speech
- Redundancy, Repetition
- Reflective thinking
- Rephrasing
- Rhetoric
- Sequence, motivated
- Situational audience analysis
- Sources
- Statistics
- Style of speech
- Supporting material
- Symbols
- Target audience
- Testimony
- Thesis
- Topic
- Verbal transitions
- Visual aids
- Word picture
- Written vs. oral language

Formative Assessments:
Ongoing, throughout unit of study:
- Do Now activities
- Analysis of famous speeches
- Nonverbal communication exercises
- Relaxation techniques
- Outlining
- Class discussions
- Peer critiques
- Audience analysis
- Audience behavior exercises / positive listening activities
- Improvisational exercises
- Self-evaluation papers

Specific interim assessments:
- Unit Tests
- Projects/Speeches of various types including:
  - Introduction
  - Personal Experience (e.g. Eulogy, Award)
  - How-To / Demonstration
  - Informative
  - Persuasive
  - Film Project / Commercial
  - Impromptu
  - Workplace Scenarios

Summative Assessments:
Final Exam

Course Resources:
Technologies:
- Computer with word processing, PowerPoint or other slideshow/presentation tool software, and Internet search capabilities
- LCD Projector
- Digital video cameras
- DVDs
- Texts and videos of famous speeches

Text:
- Beebe, Steven A., and Beebe, Susan J. *Public Speaking, An Audience-Centered Approach, Eighth Edition*. Allyn & Bacon / Pearson Higher Ed: 2012.
  ISBN-13: 978-0-205-78462-2
  ISBN-10: 0-205-78462-3

Pacing Chart (Suggested Scope & Sequence - in alignment w/assessments)

Timeframe	Unit Description

Quarter 1	Unit 1 - Speaking & Listening 　　　　Chapter 1: Speaking with Confidence 　　　　Chapter 2: Speaking Freely and Ethically 　　　　Chapter 3: Listening to Speeches
	Unit 2 - Analysis & Research* 　　　　Chapter 4: Analyzing Your Audience 　　　　Chapter 6: Gathering and Using Supporting Material
Quarter 2*	Unit 3 - The Speechwriting Process 　　　　Chapter 5: Developing Your Speech 　　　　Chapter 13: Speaking to Inform 　　　　Chapter 7: Organizing Your Speech 　　　　Chapter 8: Introducing and Concluding Your Speech
Quarter 3	Unit 4 - Delivery & Presentation 　　　　Chapter 9: Outlining and Revising Your Speech 　　　　Chapter 10: Using Words Well: Speaker Language and Style 　　　　Chapter 11: Delivering Your Speech 　　　　Chapter 12: Using Presentation Aids
	Unit 5 - The Persuasive Speech* 　　　　Chapter 14: Understanding Principles of Persuasive Speaking 　　　　Chapter 15: Using Persuasive Strategies
Quarter 4*	Unit 6 - Speaking for Life 　　　　Chapter 16: Speaking for Special Occasions and Purposes Final Exam

NOTE: Unit 2 may cross over into Quarter 2, and Unit 5 is expected to cross over into Quarter 4.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES
In order to receive credit for this course, students must exhibit proficiency in the topics described above.

Grading / Assessments:
Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period as well as a grade for the final exam.

Minimum Proficiency:
In order to pass Fundamentals of Public Speaking for the year with a minimum grade of "D," a student must:
- have a grade of 65% or greater when the four (4) marking periods and the final exam are averaged together.

Students may have the opportunity to earn three (3) college credits from Middlesex County College. In order to earn college credit, a student must:

- be enrolled in the High School Scholars program, and
- earn a grade of 70% or better.

The following grading structure will be utilized:
- Unit Tests - 20%
- Projects / Speeches (graded with rubrics) - 50%
- Class work / Do Nows / Participation - 20%
- Homework / Self-Evaluations - 10%

HONORS PUBLIC SPEAKING: AN OVERVIEW

Content Area: English, Public Speaking

Course Title: Honors Public Speaking

Grade Level: 11-12

Course Description or Content Overview: This course is designed to introduce students to the theory and practice of public address with an emphasis on preparation and delivery. Through giving various presentations, performing research, and critiquing successful and well-known speeches, students will acquire an understanding of what it takes to construct an effective speech as well as the skills necessary for impactful and dynamic speech delivery and performance. Critical thinking, listening skills, and personal creativity will be emphasized. The class will provide numerous opportunities for students to present on a range of topics for a range of audiences and purposes. While this course is primarily a performance course, students will be expected to research and write original speeches of their own as well as to participate actively as a listener and critic. Through all of these things, students will gain experience in both the technical and artistic aspects of public speaking.
This course fulfills the Fine and Performing Arts graduation requirement but does not fulfill the English graduation requirement.

Course Rationale: Being able to give speeches and make presentations is an important skill in college, business, and social situations. The skill is developed and confidence is gained through experience in structuring, writing and delivering many different speeches. Through studying various forms of public speaking as well as writing and giving a variety of speeches, students will gain the necessary skills to give many types of presentations.

Primary Interdisciplinary Connections:
Cross Curricular:
- English/Language Arts through speaking, writing, listening and media literacy
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Technology:
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- ● —Use sources in ethical ways
- ● —Consider diversity in an audience when focusing a speech
- ● —Analyze both sides of a controversial subject
- ● —Speak with integrity
- ● Demonstrate respect while listening and critiquing

Career:
- ● Develop the communication skills needed in business including the ability to make a presentation, work as part of a team, communicate clearly, and effectively sell a product.

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- Commencement addresses
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- Diversity
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- Empathic listening
- Ethics
- Eulogy
- Extemporaneous speaking
- Fallacies
- Faulty reasoning
- Feedback
- Figure of speech
- Forensic speaking
- Hierarchy of needs
- Hyperbole
- Hypothetical illustrations
- Illustrations
- Immediacy
- Impromptu speaking
- Inductive reasoning
- Inflection
- Introduction speech
- Keynote address
- Literal analogies
- Main idea
- Motivated sequence
- Needs of listeners
- Nomination speeches
- Nonverbal communication
- Nonverbal cues
- Objective
- Occasion
- Oral citation
- Organization of speech
- Outlines
- Parallelism
- Paraphrase
- Pathos
- Pedagogy
- Personal experience speech
- Persuasion
- Plagiaphrasing
- Plagiarism
- Positive motivation
- Presentation Aids
- Problem-and-solution organization
- Proposition
- Proximity
- Purpose of speech
- Redundancy, Repetition
- Reflective thinking
- Rephrasing
- Rhetoric
- Sequence, motivated
- Situational audience analysis
- Sources
- Statistics
- Style of speech
- Supporting material
- Symbols
- Target audience
- Testimony
- Thesis
- Topic
- Verbal transitions
- Visual aids
- Word picture

| • Inference | • Written vs. oral language |

Formative Assessments:
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- Class discussions
- Peer critiques
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- Audience behavior exercises / positive listening activities
- Improvisational exercises
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Specific interim assessments:
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- Projects/Speeches of various types including:
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  - Personal Experience (e.g. Eulogy, Award)
  - How-To / Demonstration
  - Informative
  - Persuasive
  - Film Project / Commercial
  - Impromptu
  - Workplace Scenarios

Summative Assessments:
Final Exam

Course Resources:
Technologies:
- Computer with word processing, PowerPoint or other slide show/presentation tool software, and Internet search capabilities
- LCD Projector
- Digital video cameras
- DVDs
- Texts and videos of famous speeches

Text:
- Beebe, Steven A., and Beebe, Susan J. *Public Speaking, An Audience-Centered Approach, Eighth Edition*. Allyn & Bacon / Pearson Higher Ed: 2012.
  ISBN-13: 978-0-205-78462-2
  ISBN-10: 0-205-78462-3

Pacing Chart (Suggested Scope & Sequence - in alignment w/assessments)

Timeframe	Unit Description

Quarter 1	Unit 1 - Speaking & Listening
	        Chapter 1: Speaking with Confidence
	        Chapter 2: Speaking Freely and Ethically
	        Chapter 3: Listening to Speeches

	Unit 2 - Analysis & Research*
	        Chapter 4: Analyzing Your Audience
	        Chapter 6: Gathering and Using Supporting Material

Quarter 2*	Unit 3 - The Speechwriting Process
	        Chapter 5: Developing Your Speech
	        Chapter 13: Speaking to Inform
	        Chapter 7: Organizing Your Speech
	        Chapter 8: Introducing and Concluding Your Speech

Quarter 3	Unit 4 - Delivery & Presentation
	        Chapter 9: Outlining and Revising Your Speech
	        Chapter 10: Using Words Well: Speaker Language and Style
	        Chapter 11: Delivering Your Speech
	        Chapter 12: Using Presentation Aids

	Unit 5 - The Persuasive Speech*
	        Chapter 14: Understanding Principles of Persuasive Speaking
	        Chapter 15: Using Persuasive Strategies

Quarter 4*	Unit 6 - Speaking for Life Chapter 16: Speaking for Special Occasions and Purposes Final Exam

NOTE: Unit 2 may cross over into Quarter 2, and Unit 5 is expected to cross over into Quarter 4.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES
In order to receive credit for this course, students must exhibit proficiency in the topics described above.

Grading / Assessments:
Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period as well as a grade for the final exam.

Minimum Proficiency:
In order to pass Honors Public Speaking for the year with a minimum grade of "D," a student must:
- have a grade of 65% or greater when the four (4) marking periods and the final exam are averaged together.

The following grading structure will be utilized:
- Unit Tests - 15%
- Projects / Speeches (graded with rubrics) - 50%
- Class work / Do Nows / Participation - 25%
- Homework / Self-Evaluations - 10%

South Brunswick School District

SBSD

DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.
They do not stand alone.

A synopsis of each strand is included in this document.

The full SBSD K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic

Teaching for the 21st Century:
What does this mean and how do you do it?

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you "teach" for the 21st century: Elementary, Middle and High.

Tools for the 21st Century:
Life, Careers, and Digital Environments

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education:
Safe and Caring Learning Communities

South Brunswick takes an "approach" to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

C Cooperation
A Assertion
R Responsibility (and Respect)
E Empathy
S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named "Strive for Five" and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students' schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

· Bloom's Taxonomy
· Gardner's Multiple Intelligences
· Learning Styles
· Inclusion Classrooms
· Kagan Cooperative Learning
· Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that "all students can learn."

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards-- are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.