Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Cycles
Course: Civil Discourse
Grade(s): 8th

Course Overview

Provide a written summary of the goals and learning experiences included in this course. Include any prerequisite courses required.

This course is designed for students to improve their public speaking and effective communication skills. Throughout the course, students will be immersed in a variety of speech types, each designed to hone specific skills crucial for impactful public speaking. Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. From informative talks that educate and enlighten to persuasive speeches aimed at swaying opinions, students will explore the strategies of crafting compelling messages.

In addition to mastering the fundamentals of speechwriting and delivery, students will also be challenged to innovate and pitch a product in a simulated Shark Tank environment. This hands-on experience not only cultivates creativity but also sharpens their ability to articulate compelling arguments and sell their vision persuasively. Throughout the course, emphasis is placed on developing both verbal and non-verbal communication techniques, empowering students to command attention and connect with their listeners authentically. Civil Discourse will equip students with the tools and confidence they need to succeed.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:

List content specific standards here.

Interdisciplinary Standards:

List other relevant content standards here (at least one).

NJSLA English Language Arts Companion Standards:
RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Career Readiness, Life Literacies and Key Skills Standards:

List any CKLA standards here (at least one)

9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business
9.2.12.CAP.23: Identify different ways to obtain capital for starting a business
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking Standards:

List any CSDT standards here, if relevant.

Career Ready Practices (list if relevant)
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to:

- Demonstrate effective how-to speeches using clear and simple language, a well-organized structure, and visuals that make it easy for the audience to understand.
- Ensure their speech is clear, arranging it logically, moving smoothly from one part to the next, and using the same words to mean the same thing throughout.
- Choose words that everyone can understand, keep technical stuff simple, and think about how different people might hear what you're saying.
- Think ahead to what questions people might have and where they might get confused.
- Create narrative storytelling which encourages self-expression, inviting students to explore and share their unique identities, values, and beliefs through personal narratives, fostering empathy, understanding, and appreciation for diverse lived experiences.
- Create interesting characters, exciting plots, vivid descriptions, and feelings that make people want to keep listening.
- Demonstrate that narrative structure, including exposition, rising action, climax, and resolution are all structural skills that can be applied to public speaking.
- Demonstrate techniques such as descriptive language, sensory details, figurative language, and emotional storytelling techniques to create vivid imagery and evoke emotions in the audience.
- Share personal stories or experiences to help you connect with the people listening and make your story deeper.
- Understand that stories are shaped by the time and place they're told in, including the culture, society, and history, which affects how they're understood and enjoyed. Stories can teach important lessons or make you think about big ideas by using symbols, hidden meanings, and how the story unfolds, making you feel and understand things in a new way.
- Apply marketing and entrepreneurial skill sets and use professional feedback to understand the major decisions and creative process of starting a business.
- Pitch a cohesive brand and product idea to a group of “investors” and be able to answer questions on the spot.
- Design a successful business plan including components that outline the vision, financial projections, and operational details, serving as a roadmap for entrepreneurs to navigate challenges, attract investors, and achieve their business goals.

- Identify their unique valuation through a mathematical calculation that takes in consideration the distinctive features, benefits, and competitive advantages of their product or service along with their financial responsibility.
- Anticipate potential objections or concerns from investors to proactively address doubts, uncertainties, and risks through persuasive public speaking techniques, building trust, credibility, and confidence in the company.
- Effectively communicate market potential, target demographics, growth opportunities, and a clear and convincing strategy for expanding the business.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Demonstration Speeches (2 Weeks)

- What makes a how-to speech effective in conveying information?
- How can we break down complex processes into simple, understandable steps?
- How can we ensure clarity and coherence in explaining procedures or techniques?
- How do we tailor language and tone to suit the audience's knowledge level and background?
- How can we anticipate and address potential questions or misunderstandings in a how-to speech?
- How can we evaluate the success of a how-to speech in terms of audience comprehension and retention?

Unit: Narrative Speeches (2 Weeks)

- What elements constitute a captivating narrative?
- How can storytelling skills apply to public speaking contexts?
- What techniques can be used to create vivid imagery and evoke emotions in storytelling?
- How can we incorporate personal experiences or anecdotes to enhance the storytelling experience?
- How do cultural, social, and historical contexts influence the storytelling process?
- How can we use storytelling to convey moral or thematic messages?

Unit: Shark Tank (2 Weeks)

- What are the key components of a successful business plan and why is it important for an
- entrepreneur to have one?
- How do entrepreneurs identify and articulate their valuation in a convincing way?
- How do entrepreneurs anticipate potential objections or concerns from investors, employing persuasive public speaking techniques as they address them?
- What strategies can be employed to effectively communicate market potential and scalability?
- How do entrepreneurs tailor their pitches to appeal to different types of investors?
- What role does storytelling play in presenting a compelling narrative for a product or idea?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Presentation tools including, but not limited to, WeVideo, Canva, Google Slides, Google Sites, etc.

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Check points at each stage of planning
- Class participation

Summative:

- Demonstration Speech
- Narrative Speech
- Shark Tank Pitch

Benchmark:

Alternative:

- Projects can be completed in any format (Video, Slides, Written, Oral)

Suggested Strategies for Modification & Differentiation

Modifications Chart (update for your content area)