

Brick Township Public Schools Communication Arts CURRICULUM

Grade 7

Aligned to the NJ Student Learning Standards for Language Arts

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
Communication Arts CURRICULUM**

Content Area: Communication Arts

Course Title: Communications

Grade Level: 7

(Unit)	(Timeframe)
Understanding Communication and Peer Interviews	1 week
Non-Verbal Communications	1 week
Advertisement Literacy	2 weeks
Essentials to Speech Delivery and Performances	6 weeks

Date Created: August 2017; respectfully submitted by Karen LaFragola

Board Approved on:

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BRICK TOWNSHIP PUBLIC SCHOOLS

Communication Arts: Understanding Communication/Peer Interview

Content Area: Communication Arts

Unit Title: Understanding Communication and Peer Interview

Target Course/Grade Level: 7th

Unit Summary: In this weeklong unit, students will learn the definition of communication. They will also have the opportunity to interview a peer from their class and present this peer to the entire class. This unit will allow students to understand what communication means and to practice their communication skills by presenting a peer as well as listening to other presentations from their classmates.

Primary interdisciplinary connections: Language arts

21st Century Themes: Building on communication skills for future strength in this area

Technology connections: www.vocabulary.com

Learning Targets

Content Standards: NJ Student Learning Standards for English Language Arts – Grade 7

CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards:
	<i>SPEAKING AND LISTENING: Comprehension and Collaboration</i>
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	<i>Presentation of Knowledge and Ideas</i>
SL.7.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

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	listening.
	<i>Vocabulary Acquisition and Use</i>
L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none">• Define communication.• How do we communicate naturally with our senses?• How do we communicate with outside sources?	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none">• Communicating involves all senses.• Knowing how to communicate effectively is a life skill.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none">• The meaning of communication.• A little bit about their peers in their class.	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none">• Define communications.• Interview and present a peer from class• Practice their public speaking skills in a comfortable environment.

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Evidence of Learning

Formative Assessments:

- **Vocabulary**
- **Interviewing techniques**
- **Peer interviews**
- **Presentations**
- **Note taking**

Summative Assessments:

- **Pre-test**
- **Interview Rubric**
- **Listening**

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^[I]_[SEP] student

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ability

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating ^[L]_[SEP]

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary ^[L]_[SEP]language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP]student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^[L]_[SEP]questions
- Guided practice in combination with independent exploration

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- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating ^[L]_[SEP]

Gifted and Talented:

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept ^[L]_[SEP]maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP]student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^[L]_[SEP]questions
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- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- Teacher created power points
- Vocabulary lists
- Rubrics
- Interview worksheets
- www.vocabulary.com
- Google Docs
- Video clips

Teacher Notes: The goal of this unit is to introduce the class as well as get the students to speak in front of the class to measure public speaking prior strengths and weaknesses.

BRICK TOWNSHIP PUBLIC SCHOOLS
Communication Arts: Non-Verbal Communications

Content Area: Communication Arts

Unit Title: Non-Verbal Communications

Target Course/Grade Level: 7th

Unit Summary: For this unit, students will discover the vocabulary related to non-verbal communications. They will consider that much of our communications are by non-verbal means. The teacher will use a Power Point with short videos to present the material and then have the students create short skits to confirm their understanding of the material.

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Primary interdisciplinary connections: psychology

21st Century Themes: Understanding how important non-verbal communications are in a Social Media world

Technology connections: Power Point, Video Clips

Learning Targets

Content Standards: NJ Student Learning Standards for English Language Arts – Grade 7

CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards
LA.7.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.7.SL.7.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.7.SL.7.1A	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.7.SL.7.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.7.SL.7.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.
LA.7.SL.7.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.
LA.7.SL.7.5	Include multimedia components, and visual displays in presentations to clarify information.
LA.7.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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LA. 7.W.7.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA. 7.W.7.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Evidence of Learning

Formative Assessments

- **Crossword puzzles**
- www.vocabulary.com
- **Discussion**
- **Role-play**
- **Writing**
- **Note taking**

Summative Assessments

- Vocabulary quiz

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work

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- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP] student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating ^[L]_[SEP]

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary ^[L]_[SEP] language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths

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- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^{[[]]}SEP student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^{[[]]}SEP questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating ^{[[]]}SEP

Gifted and Talented:

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept ^{[[]]}SEP maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed

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- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP] student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^[L]_[SEP] questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- Chrome books
- www.vocabulary.com
- Teacher created Power Point
- Video Clips

Teacher Notes: This unit allows students to realize how important non-verbal cues can be. Therefore, they can understand how easy it is for social media posts to be misconstrued

BRICK TOWNSHIP PUBLIC SCHOOLS

Communication Arts: Ad Awareness

Content Area: Communication Arts

Unit Title: Ad Awareness

Target Course/Grade Level: 7th

Unit Summary: In this 2-week unit, students will learn about advertising literacy. Based on the government website www.admongo.gov, students will learn ad awareness, ad targeting and techniques, ad creation and a smarter consumer information.

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Primary interdisciplinary connections: Language arts

21st Century Themes: Building on communication skills for future strength in this area

Technology connections: www.admongo.gov

Learning Targets

Content Standards: NJ Student Learning Standards for English Language Arts – Grade 7

CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards:
	SPEAKING AND LISTENING: <i>Comprehension and Collaboration</i>
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
	<i>Presentation of Knowledge and Ideas</i>
SL.7.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<i>Vocabulary Acquisition and Use</i>
L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- **Define advertisement**
- **Who is responsible for the ad?**
- **What is the ad actually saying?**
- **What does the ad want me to do?**
- **How would I create an ad?**

Unit Enduring Understandings

Students will understand that...

- **Ads target specific people in different ways.**
- **There are different styles of ads.**
- **Being a smart consumer is useful for not being misguided by ads.**

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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Vocabulary related to the topic.• The different styles of ads.• Some ad targeting and techniques.• Some ways to create an ad.• How to be a smarter consumer.	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• Define vocabulary related to the topic.• Create an ad for various products.• Examine ads to better understand who they target and why.

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Evidence of Learning

Formative Assessments:

- **Vocabulary**
- **Presentations**
- **Note taking**
- **Discussion of lesson**
- **Small group work**
- **Analyzing of ads**

Summative Assessments:

- **Creation and presentation of a created ad using a rubric**

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP] student ability

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- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating ^{[[L]]}_{SEP}

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary ^{[[L]]}_{SEP} language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^{[[L]]}_{SEP} student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^{[[L]]}_{SEP} questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

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- Movement from teacher-directed learning to student-directed learning
- Preferential seating ^[L]_[SEP]

Gifted and Talented:

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept ^[L]_[SEP]maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
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- Preferential seating

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Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- Teacher created power points
- Vocabulary lists
- Rubrics
- Worksheets
- www.vocabulary.com
- Google Docs
- Video clips
- Local advertisements
- www.admongo.gov
-

Teacher Notes: Using the government website www.admongo.gov, students can learn more about advertisements and can be ad literate.

BRICK TOWNSHIP PUBLIC SCHOOLS

Communication Arts: Essentials to Speech Delivery and Preparation for Performance

Content Area: Communication Arts

Unit Title: Essentials to Speech Delivery and Preparation for Performance

Target Course/Grade Level: 7th

Unit Summary: In this 6-week unit, students will learn the foundations of building speeches, researching, writing and presenting their own informative and persuasive speeches to their classmates. In doing this, they will develop an understanding of public speaking strategies and styles.

Primary interdisciplinary connections: Language arts

21st Century Themes: Building on communication skills for future strength in this area

Technology connections: research using the internet

Learning Targets

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Content Standards: NJ Student Learning Standards for English Language Arts – Grade 7

CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards:		
	SPEAKING AND LISTENING: <i>Comprehension and Collaboration</i>		
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		
	<i>Presentation of Knowledge and Ideas</i>		
SL.7.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).		
SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	<i>Conventions of Standard English</i>		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	<i>Knowledge of Language</i>		
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	<i>Vocabulary Acquisition and Use</i>		
L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the four methods of speaking? • What is the preferred method and why? • What are the three general purposes of speech? • What is the order of the six steps in building a speech? • What is the purpose of a speech to inform/persuade? • How do you organize a speech? • What ways can you start a speech? • How can you get an audience to listen to you? • What are the four methods for arranging </td> <td style="vertical-align: top;"> <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is a process to follow when you are writing a speech • There are several types of speeches • There are different methods of presenting </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the four methods of speaking? • What is the preferred method and why? • What are the three general purposes of speech? • What is the order of the six steps in building a speech? • What is the purpose of a speech to inform/persuade? • How do you organize a speech? • What ways can you start a speech? • How can you get an audience to listen to you? • What are the four methods for arranging 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is a process to follow when you are writing a speech • There are several types of speeches • There are different methods of presenting
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the four methods of speaking? • What is the preferred method and why? • What are the three general purposes of speech? • What is the order of the six steps in building a speech? • What is the purpose of a speech to inform/persuade? • How do you organize a speech? • What ways can you start a speech? • How can you get an audience to listen to you? • What are the four methods for arranging 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is a process to follow when you are writing a speech • There are several types of speeches • There are different methods of presenting 		

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<p>the main points in the point-support part of a speech?</p> <ul style="list-style-type: none">• How do you end a speech?	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Vocabulary related to the topic.• The steps to writing a speech.• Different types of speeches.• Performance techniques• Research guidelines• How to listen to a speech for understanding	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• Follow the steps to building a speech• Write a speech• Understand the various methods of speech using examples• Understand the various styles of speech using example

BRICK TOWNSHIP PUBLIC SCHOOLS

Evidence of Learning

Formative Assessments:

- **Vocabulary**
- **Presentations**
- **Note taking**
- **Discussion of lesson**
- **Small group work**
- **Analyzing of ads**
- **Writing informative and persuasive speeches**
- **Oral presentation practice**

Summative Assessments:

- **Creation and presentation of a both a persuasive speech and an informative speech graded by a performance rubric**

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

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- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^[1]_[SEP] student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating ^[1]_[SEP]

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary ^[1]_[SEP] language)
- Guided Notes

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- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on ^{[[]]}_[SEP] student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^{[[]]}_[SEP] questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating ^{[[]]}_[SEP]

Gifted and Talented:

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept ^{[[]]}_[SEP] maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

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- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on ^[L]_[SEP] student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking ^[L]_[SEP] questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- Teacher created power points
- Vocabulary lists
- Rubrics
- Worksheets
- www.vocabulary.com
- Google Docs
- Video clips
- Chrome Books

Teacher Notes: Throughout this unit, students will practice skills to building and writing speeches. They will present both informative and persuasive speeches to their peers.

Brick Township Public Schools Communication Arts CURRICULUM

Grade 7

Aligned to the NJ Student Learning Standards for Language Arts

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS